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ABSTRACT

This collection of essays focuses on how Ronald Edmond's work on effective schools and school improvement can affect the education of black children. The book represents a cooperative effort of the Charles D. Moody Research Institute, established as a vehicle for the program services of the National Alliance of Black School Educators (NABSE), and the Programs for Educational Opportunity at the University of Michigan School of Education. It includes a historical sketch of NABSE and a preface, and is comprised of the following chapters: (1) "Black Consciousness and Professionalism" (Hugh Scott); (2) "Is There a Black Identity?" (Shirley Jenkins Phelps, Asa Hilliard, and June Jackson Christmas); (3) "High Expectations" (Don Clark); (4) "Improving School Climate" (Trevor Gardner); (5) "Black Children and the Process of Development" (Jeff Howard); (6) "Instructional Leadership" (Jerome Harris); (7) "School Improvement: One District's Efforts" (Gene Carter); (8) "The Algebra of African-American Achievement" (Barbara Sizemore); (9) "Increasing Black Participation in Mathematics and Science" (Claude Maybury); (10) "Assessment and Effective Schools" (Ruth Love); (11) "Legal Issues and Effective Schools" (Aubrey McCutcheon); and (12) "Education: The Pathway to the Future for Black Youngsters" (John W. Porter). (AF)

# EFFECTIVE SCHOOLS

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# EFFECTIVE SCHOOLS

# Critical Issues in the Education of Black Children

Edited by Percy Bates and Ted Wilson
Programs for Educational Opportunity
School of Education
The University of Michigan
Ann Arbor, Michigan

Published by
National Alliance of Black School Educators
Charles D. Moody Research Institute

For information on how to obtain additional
copies of this publication contact:

**National Alliance of Black School Educators**
**2816 Georgia Avenue, N.W.**
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# CONTENTS

**Historical Sketch of NABSE** vii

**Preface** ix

**Black Consciousness and Professionalism** 1
*Hugh Scott*
**Is There a Black Identity?** 11
*Shirley Jenkins Phelps*
*Asa Hilliard*
*June Jackson Christmas*
**High Expectations** 31
*Don Clark*
**Improving School Climate** 47
*Trevor Gardner*
**Black Children and the Process of Development** 77
*Jeff Howard*
**Instructional Leadership** 89
*Jerome Harris*
**School Improvement: One District's Efforts** 107
*Gene Carter*
**The Algebra of African-American Achievement** 123
*Barbara Sizemore*
**Increasing Black Participation in Mathematics and Science** 151
*Claude Maybury*
**Assessment and Effective Schools** 169
*Ruth Love*
**Legal Issues and Effective Schools** 187
*Aubrey McCutcheon*
**Education: The Pathway to the Future for Black Youngsters** 199
*John W. Porter*

# HISTORICAL SKETCH OF NABSE

Founder Charles D. Moody, Sr.'s 1970 dissertation at Northwestern University, which examined school systems headed by African-American chief administrators, served as the cornerstone for the National Alliance of Black School Educators.

Aided by the financial support of the Metropolitan Applied Research Center in New York City, African-American superintendents from public school districts throughout the United States met to organize a national nonprofit educational organization. The first meeting was November 19-21, 1970, in Chicago. Subsequent sessions were also held in Las Vegas and Miami.

During those early sessions more than forty school systems headed by African-American superintendents were identified. Programs and situations unique to school systems with high percentages of ethnic minorities, especially African-American youth, were also identified.

A study of these problems led those superintendents involved to the formation of the National Alliance of Black School Superintendents whose purpose was to address problems common to African-American educators working [illegible] effective public schools in districts with predominately African-American student populations.

In 1972, the Office of Special Concerns in the Office of African-American Affairs of the United States Office of Education granted funds to NABSE for in-depth research on its member systems. As a result, NABSE was able to develop educational objectives for school districts which needed the expertise of African-American educators and superintendents.

April 1973 saw NABSE vote to expand its membership to include administrators in public schools, education associations and institutions of higher education. Commissions were established bringing members with common or related job functions together to provide a strong coalition among African-American educators. In 1980, students of education were officially welcomed.

# PREFACE

This volume represents the initial publication of the Charles D. Moody Research Institute and is dedicated to Dr. Charles D. Moody (founder of NABSE) for his vision, foresight, care and concern for black children everywhere. The Institute was established by the National Alliance of Black School Educators in honor of Dr. Charles D. Moody, Sr., as a vehicle for NABSE's program services. The Institute is to be a repository of theory, research and practice relevant to the schooling of African Americans and a forum for promoting successful practices and programs among educators of African Americans.

Ronald Edmonds was Dr. Moody's friend and colleague, and it is therefore fitting and proper that the first publication of the Moody Research Institute focus on his pioneering work on effective schools. The late Ron Edmonds championed the notion that all children can learn, and he believed that if some children are not learning it is not their fault, but ours as educators. His views on education coincided with those of Dr. Moody and will forever serve as the guiding light for the Institute and the benchmark for NABSE's work in school improvement.

The articles included in this publication were presented at the Ron Edmonds Summer Leadership Academy in Ann Arbor, Michigan, between 1983 and 1988. The Programs for Educational Opportunity at the University of Michigan School of Education have cooperated closely with NABSE, both in organizing the summer academies held in Ann Arbor and also in producing this document. The material was transcribed and edited with the intent of preserving the excitement, purposefulness, and honesty of those important gatherings of black educational leaders. We hope that the unusual sense of rapport between the speakers and the audience which was created at these summer academies will be felt by the readers of these pages.

A special thank you to Frances Maszatics for her excellent help in copy editing and proofreading this book.

Percy Bates, Director
Ted Wilson, Editor
Programs for Educational Opportunity
School of Education
The University of Michigan
Ann Arbor, Michigan
May 1989

# BLACK CONSCIOUSNESS & PROFESSIONALISM:
## Implications for Leadership in Mainly Black Schools

**Dr. Hugh Scott**
**Dean of Education, Hunter College**
**July 16, 1987**
**Ron Edmonds Summer Academy**
**Ann Arbor, Michigan**

Educators frequently proclaim that our society seeks to provide equal opportunity for all, regardless of genetic structure, condition of birth, race, color or previous condition of servitude. In practice, most black Americans have neither experienced equal educational opportunity nor have they been the beneficiaries of a quality education.

Schools in America operate in a manner that reflects the belief among many Americans that certain groups and social classes deserve better treatment than others. Race and social class are the chief determinants of success or failure in the public schools. The racial and socioeconomic discrimination which regulates entree into education and affects the response of schools is a reflection of the discrimination that separates race and class in our social hierarchy. Brookover asserts that black students in both society and the schools are doubly disadvantaged by both race and low income.

For the majority of black students, equity and equality are now, as they have always been throughout the history of the nation, illusions. Public education for black students to a large extent remains separate and unequal. A number of indicators suggest that black students on the average receive educational programs of a different kind and content than those of white students; the differences have grave implications for educational achievement and later educational career options.

The public schools routinely and systematically sort students into two different career lines: a success pathway and a failure pathway. Joseph Alsop, some two decades ago, concluded if the worst racist in America set out to keep the black man in chains, he could do no better than to use the present system of public education. Wilbur Brookover in 1985 concluded that school systems have used various approaches to provide differential learning opportunities for children from different social strata and that the quality and type of education provided for black students has been inferior in many respects.

Ron Edmonds concluded that if effective schools for white students are in short supply, then effective schools for black students are nonexistent. Harold Pink asserted that the creation of more effective schools for students from low income families will require fundamental and well-orchestrated changes in the way schools evaluate, sort, label, and process students.

With regard to their service to black students, the public schools have not moved from good to bad or even from average to poor. They have never been adequate. Most of the nearly seven million black students enrolled in the nation's elementary and secondary schools attend schools that are mainly minority and located in the large cities. In 1980, 33 of the 50 largest school systems had nonwhite majorities. By the year 2000, it is projected that one out of every three students in the public schools will be nonwhite.

It is in the large cities that the most intractable, visible, and politically salient racial differences and behavioral dysfunctions are to be found. Urban education has become synonymous with the education of blacks and other minorities and carries with it the connotation of failure.

For those black Americans who are the most damaged victims of an environment which falls far short of meeting minimal standards of decency, humaneness, and justice, the public schools in the urban centers represent the most pronounced deficiencies of public education and the teaching profession. Edmonds's premise that the educability of students derives far more from the nature of the school to which they are sent than it derives from the nature of the family from which they come is apparently not well-accepted by many educators.

Arguably, it may be noble but unrealistic to expect the public schools for the most ravaged victims of societal discrimination and deprivation to produce academic results which are comparable to those produced for students from significantly more favorable socioeconomic circumstances. Indeed, public education will be more productive when environmental supports for both living and learning are mutually supported. Nevertheless, effective educational leadership and good teaching can save large numbers of black students from twelve or thirteen years of inconsequential public education. At present the teaching profession does not demonstrate a hostility towards mediocrity and insensitivity. Too many educators, black and white, are intellectually deficient, psychologically crippled, racially or ethnically prejudiced, and/or pedagogically ill-prepared. The professionalism and credibility of all members of the teaching profession are challenged by the unacceptable reality that the public schools across this nation graduate high percentages of black students whose cumulative deficiencies in reading, writing, and computational skills classify them as functional illiterates.

The enormity of the challenges which confront educational administrators in mainly black schools commands that they be our finest. Educational administration in urban schools is no place for the faint of heart or for those educators who simply have their hearts in the right place.

Mainly black schools require educational administrators who have their thing together philosophically and programmatically. Black parents know better than most parents the dire consequences which result when educational administrators are ineffective. Mainly black schools need educational administrators who are intelligent, articulate and humanistic; who accept unequivocably the principles of equal educational opportunity and quality education; who perceive the critical internal and external factors which may facilitate or impede growth and development; who identify and use the personal intellectual and social development of black students; who demonstrate mastery of the repertory of skills and understanding required for the specific instructional setting; and who measure their success by the degree to which black students progress towards their potential.

The effectiveness of any organization, regardless of its size and complexity, is dependent on the quality of its leadership. Leadership is that which causes individuals and groups to perform in a manner that maximizes their contributions to the achievement of the objectives of an organization. Leadership is that quality which enables an individual within a given setting to motivate and inspire others to adopt, achieve, and maintain organizational and individual goals. It is the leader who is given authority to take action, to require and receive performance of action by others, and to direct and give decisions to others.

Educational administrators are involved in decision-making in the service of their clients. These decisions should be made in accordance with the most valid knowledge available against a background of principles and theories and within the context of possible impact on other related decisions. In contrast to some other occupations, professional educators are expected to subordinate their own interest and to act in the best interest of their clients. Educational administrators should be required to demonstrate conclusive evidence of professionalism in the discharge of their duties and responsibilities.

Professionalism is the satisfactory adherence to a generally accepted set of explicit and implicit principles. Such principles govern the formulation of goals and the accepted standards of performance in the implementation of goals. Professionalism is believing in the worth and dignity of your clients. Professionalism neither imposes an unexamined perpetuation of the status quo nor a sanction of policies, programs, and practices which are demeaning and delimiting. Professionalism is not a legitimate defense for school administrators who are apologists for the indefensible acts of their colleagues. The authentic professional school administrator is obligated to assume clear, articulate, and forceful leadership in defining the role of the school in the community and pointing the way to achieve its functions.

The social force of black consciousness presents a host of challenges to school administrators in general and to black school administrators in particular. Black consciousness is black Americans demonstrating through a host of manifestations a positive sense of their African-American identity and the push for the mobilization of black economic and political muscle. Black Americans require that educators, white and black, demonstrate an identification with black-directed endeavors to resolve the problems and needs of black Americans in a racist society. Not unlike his white counterpart, the black school administrator desires to be received as a professional by the general public. In the engagement of the issues and conditions inherent in the crisis in black and white, the black school administrator seeks relevance and professionalism. If black educators are to be of greater assistance to other black Americans, we must strengthen our black consciousness and elevate our professionalism.

Black consciousness and professionalism are not incompatible manifestations of behavior for the black educator. Black consciousness, as it is projected in concert with the principles of our democracy, is a logical and legitimate form of social behavior. W.E.B. Dubois warned black Americans about the destructive consequences of white Americans forcing black Americans to see themselves only through the eyes of those who have deliberately curtailed our freedom.

In *Saving the African-American Child*, the task force on black academic and cultural excellence of NABSE advocated a black consciousness that would motivate black educators to be active in the struggle for survival and self-determination. The black consciousness that rings through almost every page of *Saving the African-American Child* is identified with the preservation of one's people and oneself, the reproduction of one's people and oneself, and the care of the progeny which results. Black educators must be militant in the pursuit of social justice. A militant is one who challenges those institutions and individuals who oppress and otherwise unduly restrict the lives of African Americans. The black educator who truly blends black consciousness with professionalism assumes a forceful role in the rectification and prevention of the impediments to growth and development which delimit the life chances of black Americans. Black consciousness should represent full acceptance of the fact that the black educator is uniquely obligated by the factors of race and the disadvantaged status of black Americans to dedicate his or her efforts to promote the fullest extension of the principle of equal educational opportunity and the benefits of a quality education to all black Americans.

In the year of my birth, Carter G. Woodson, in his commentary on the miseducation of the Negro, declared that unless educated black persons are actually prepared by their education to face the ordeal before them, they unconsciously contribute to their own undoing by perpetuating the regime of the oppressor.

In the spirit of W.E.B. Dubois and Carter G. Woodson, I offer Scott's Ten Commandments for Black Educators:

1. Thou shalt respect and preserve black history and culture and shalt honor thy blackness with a commitment to the premise that black consciousness is a legitimate and logical form of social behavior.

2. Thou shalt keep faith with the premise that a viable representative structure for black community participation in the process of policy making and program planning and implementation in public education must provide clear and direct access to the decision making process. The improvements in the education of black students are much more likely to occur when black parents work intimately with and are not isolated from the schools that serve black children.

3. Thou shalt refute the contention and oppose efforts to implement educational strategies for black children based on the premise that black children can only receive or can best receive a quality education in mainly white schools or in mainly white classrooms.

4. Thou shalt not equivocate in thy commitment to the premise that the educability of black students derives far more from the nature of the school to which they are sent than it derives from the nature of the family from which they come.

5. Thou shalt strive to produce and preserve schools for black children in which educators respect the dignity and importance of those whom they serve, and in which educators are as anxious to avoid things that do not work as they are committed to implementing things that do.

6. Thou shalt be guided by the principle that education should emphasize assistance rather than rejection, success rather than failure, dedicating thy efforts to the provision of educational experiences which will enhance the creativity

and imagination of black children.

7. Thou shalt honor and keep faith with the principle that the integrity and viability of this democratic pluralistic society depends in large measure on the effectiveness of schools as instruments of social consciousness and change.

8. In order that thy efforts can contribute to the improvement of the educational lot of black children and the life chances of black Americans, thou shalt prepare thyself pedagogically for high performance as an educator with a commitment to service and a career of professional growth and development.

9. Thou shalt establish and maintain open, positive, and productive channels of communication with representatives of black communities, particularly on matters related to the educational policies, programs, and practices that affect the education of black students.

10. Thou shalt believe in and be an open proponent of the belief that genuine integration exists only when blacks and whites gravitate towards each other as status equals who share decision making control over institutions and communities.

The expertise, knowledge, and influence of black superintendents are invaluable to the efforts of black Americans to improve not only the educational lot of black students but also the life chances of all black Americans. I believe that the linkage between black superintendents and black communities may be the last opportunity for public education to demonstrate that equal educational opportunity and quality education can be delivered to those black students who are the most serious victims of racial and socioeconomic discrimination.

While the number of black superintendents is disproportionately low compared to the number of white superintendents, black superintendents provide the educational leadership and the determination of educational priorities, policies, programs, and practices for black students in numbers that are proportionately greater than their numerical standing in the ranks of other school superintendents. There are approximately one hundred or so black superintendents and they probably have a direct relationship with well over a million and a half black students. Within the next four to six months I hope to complete my study of the influence of black consciousness on the professionalism of black superintendents.

During January and February of 1987, sixty-one black superintendents responded to the questionnaire that I mailed to them. I have selected six of the eighty-two statements presented in that questionnaire, and I will share their responses with you. The opportunities for responses were: strongly agree, agree, neutral, disagree and strongly disagree. It will be interesting if you take a silent vote on how you would vote.

1. "The black experience has conditioned black Americans to approach with considerable caution and apprehension proposals championed by white Americans which purport to bear benefits for black Americans." Seventeen black superintendents strongly agreed, thirty-five agreed, seven were neutral, and two disagreed.

2. "While there is an important interrelationship between black militancy and black extremism, it is erroneous to equate black extremism and black militancy as one and the same." Twenty-four black superintendents strongly agreed, twenty-nine agreed, five were neutral, two disagreed, and none strongly disagreed.

3. "For black superintendents, black consciousness and professionalism are not incompatible without a satisfactory blend of the two. Otherwise the black superintendent is diminished in his or her effectiveness as an educational leader." Thirty-four black superintendents strongly agreed, twenty-two black superintendents agreed, one was neutral, one disagreed, and one strongly disagreed.

4. "Black superintendents assign greater importance to what black Americans rather than white Americans perceive of their performance as superintendents." This one sort of surprised me. Eight strongly agreed, fourteen agreed, seventeen were neutral, seventeen disagreed, and three strongly disagreed.

5. "Black consciousness is not synonymous with extremism." Twenty-eight superintendents strongly agreed, twenty-eight agreed, three were neutral, and two disagreed.

The final question was:

6. "While many white educators have responded to the needs of black students with commendable professionalism, many white educators cannot or will not change their ways

and do not respond to black students and their parents as human beings deserving of respect, good will and equality." The response was sixteen black superintendents strongly agreed, thirty-seven agreed, five were neutral, and three disagreed.

If I had the money, I would start analyzing closely why there are some discrepancies in some of the responses here.

In conclusion, black consciousness ought not be dismissed as negative and nonconstructive because of the excesses which are perpetrated by zealots under its banner. Professionalism ought not be labeled ineffective and restrictive because of the misappropriation of that designation nor should charlatans ignore its essential mandates. The struggle for black survival and self-determination in America demands that black educators demonstrate a high level of both professionalism and black consciousness.

The black educator should be a first rate professional, but equally important the black educator needs to be a professional who is capable of advancing the premise that blackness is not a regrettable human condition. It is the proud physical and psychological heritage of one-eleventh of this nation's citizens. It is time to put an end to the notion that racism cannot be defeated in our life time. This becomes a self-fulfilling prophecy if each generation of black Americans says it and believes it. We must not retreat on the issue of cultural and academic excellence for black students.

As we revitalize our black consciousness and expand our professionalism, we should be guided by the words of the late Lorraine Hansberry who said: "The only extremism that disgraces us before our children is to do nothing to alter our present condition."

I believe it was the late Lorraine Hansberry who wrote the following as well:

"Fleecy locks and black complexion cannot forfeit nature's claim that skin may differ, but affection dwells in black and white the same. Were I so tall to reach the poles or to grasp the oceans at a span, I must be measured by my soul; the mind is the standard of the man."

Thank You.

# IS THERE A BLACK IDENTITY?

**Shirley Jenkins Phelps, M.D.**
**Consultant in Psychiatric Medicine**
**Ann Arbor, Michigan**

**Dr. Asa Hilliard III**
**Fuller E. Callaway Professor of Urban Education**
**Georgia State University**

**Dr. June Jackson Christmas**
**Medical Professor and Director**
**Program in Behavioral Science**
**City University of New York Medical School**

**July 15, 1983**
**NABSE Summer Academy**
**Ann Arbor, Michigan**

**Shirley Jenkins Phelps:**
The question is: Is there a black identity as it pertains to native-born United States citizens of recognizable African descent? It's historical and timely and it's personal. In examining this topical question, I am going to use the psychiatrist's prerogative and change the question asked to something that I would rather talk about. Instead of "Is there a black identity?" I am going to address the statement, "The search for black identity."

In traditional psychiatric theory, identity refers to the developing individual's search for a sense of persistent sameness within themselves, a continuing sharing of that essential character with others of one's cultural group. So, for my purposes here, I am going to define black as an ethnic rather than a racial term. When I speak of black identity, I will be using it in that sense. I'm limiting the reference to the African-American descendents from the slavery system in the United States. That would avoid the attempt to be too broad and refer to some of the black immigrants who have more recently come.

I want to emphasize the distinction between "Is there a black identity?" and "The search for black identity." Afro-Americans constitute a young people, anthropologically speaking, though three hundred to four hundred years is too long a time in history when people are laboring under oppression. However, this is really but a brief span of time when compared, for example, to the history of the more than 52 ethnic peoples of the Republic of China, or with the Ethiopian people. These groups have histories that are measured in thousands of years rather than in hundreds.

So as a young ethnic group, we are still in the process of becoming. We are still in the business of developing a culture. I think we Afro-Americans are properly engaged in defining the parameters, boundaries, and the content of what our ethnicity is to be. We are involved in a quest, a search for identity, a search for ethnic identity. I think that's probably a healthier situation than if we had already arrived at fixed and settled roles such as some of those ancient cultures.

As a physician whose training is primarily focused on the individual, I find the Eric Erikson theory of ego development of the individual useful as a model for looking at this issue of black identity. In his theory, the developmental task of crystallizing and consolidating a stable concept of the self, which is technically referred to as ego identity, is a phase-appropriate and stage-appropriate psychological process as the adolescent person moves into mature adulthood. According to this model, the young person by the time she reaches adolescence has passed through a series of developmental phases and at each stage has had an identity. Those identities, however, have had a tentative quality, for they were each but a part of the process of becoming or moving into mature personhood.

The transition into adulthood involves a crystallization of the personality out of this process, one which has been going on from the time of birth. This concept indicates that various developmental stages are but a part of a series of changes taking place in becoming an integrated and fairly sufficient person who fits into the social system in which she lives. (You notice that I say *she*. My way of doing it is saying that *he* is contained in she.)

During this process of becoming, the adolescent may try on a variety of identities before consolidating an integrated self-concept. Identity is defined as a constant sense of sameness within herself or himself that is validated by his or her reference group. So for the Afro-American individual to consolidate a black identity, the black ethnic group must have one similarly developed and consolidated. Let me explain then how a personal black identity includes but is not identical with the identity of the ethnic group.

According to my theoretical model of personal development, an individual's personality consists of the integration of multiple identities. This would include, for example, not only the gender identity which is considered the keystone and the core of the personality, but also a family identity, for some a professional identity, a social class identity, a religious identity, a national identity as well as a cultural identity. While black ethnicity may also consist of a pluralization of identities such as political, economic, social, and cultural, the black individual, in building a personal sense of self, has to incorporate the integrated product of the pluralizations of identity that represent his or her ethnicity. Based on my model, then, the development and crystallization of an integrated, personal black identity requires a well-defined cultural group by which the young person can validate himself or herself.

Black refers to ethnicity and not race. Contemporary black scholars, who have studied and written on the subject, have convinced me that racial groups are defined the way they are because of the social, economic, and cultural history of the United States that is commonly known as racism. These scholars report that the division of mankind into so called races is quite arbitrary, and that there are no discreet biological and genetic groupings within the entire human population in spite of the popular myths promoted by some scientists. The way human populations have moved around the globe throughout history has resulted in such an intermixture of genes and chromosomes, that it is not possible for scientists to find a population sufficiently isolated to justify a designation as a distinct race. Furthermore, while Africans acknowledge themselves as black in color, they tend to identify their ethnicity by their nationality rather than skin color, just as some Spanish and French speaking

Afro-Caribbeans do. So I want to be sure that we understand that I am referring in my remarks to a very distinct group.

Dr. Niara Sudarkassa, a professor at the University of Michigan, in a recent presentation during the International Conference on Immigration and the Changing Black Population in the United States, said that, "Afro-Americans see themselves as constituting an ethnic group as well as a major segment of the black race as it is commonly defined." Furthermore, she said that this group has increasingly articulated a group identity based on historical and cultural as well as common political and economic interests which are quite different from those of the white group and which distinguish Afro-Americans, even if narrowly so, from those other black groups to which I referred. Native-born Afro-Americans are properly engaged in seeking to define the parameters and boundaries of our ethnic identity. An important concept from that conference to which I referred is that a group of people can define its own ethnicity consciously by assertive action.

Ethnicity need not be allowed to remain amorphous or have its content defined by others. The history of black people in the United States shows that in the search for an ethnic identity we have experienced a few trial and error identifications, some of which have had but a tentative quality. Note, for example, the various labels by which we have described ourselves during our brief history: colored, Negro, black, Afro-American. Note, also, the variations and the goals for our people set by the leadership voices from our cultural past. During the first fifty years after the end of slavery, for example, the identity pursued for black people was full equality under the law. These ancestors sought the American dream of full assimilation and integration which was consistent with the actual merging of the Afro-American identity into the national identity. Names which come to mind that remind us of that trend would include Frederick Douglas, W.E.B. Dubois, and Booker T. Washington although he seems to have promoted a somewhat modified goal for black people.

At any rate, during the first fifty years the hope and dream was of assimilation and merger into the national identity. After the first fifty years of legal freedom, there began a quest for a new black identity revealed in the art of literature. For example, in the Harlem Renaissance, black artists, composers, poetry writers, and others led the way to escape from the psychology of the imitation of whites and its implied inferiority.

The events of the first part of the Twentieth Century were later referred to as the roots of Negro consciousness. Some refer to it as achieving an expressive life style, others call it "soul." Such writers as Langston Hughes, Countee Cullen, James Welden Johnson and Arna Bontemps wrote on themes of Negro life and blackness presented as positive values, and they turned away from excusing blackness as some others were accused of having done. During this period, the Afro-American dialect was used in their writings as a vibrant and serious form of communication, and it was not just a mark of amusement and inferiority as was sometimes exhibited by earlier black writers who were using white themes and styles.

During the 1930s, the reality of the Depression impacted on the economic and cultural hopes represented by the Harlem Renaissance. This profoundly affected black cultural life. The black writers of the thirties then incorporated a protest style. They protested against, rather than celebrating, the conditions of black life in America. Through their writings we see the expansion of black consciousness to include objection to white oppression. Black identity of that period began to take on a strong social awareness and the unacceptance of continued discrimination.

After World War II, the writers seemed to reflect an identity crisis, and this seemed to be an indication of what was going on in the expanding black middle class at the time. The question of how we reconcile the role of professional or artist with one's identity as black was debated within the literature of that period, and this is the situation that continues today to some degree. The confrontation, then, was between the consciousness of the black person as artist, as professional, as corporate person, and his or her black ethnicity.

In the 1970s, there was an emergence of renewed themes of black cultural separatism and independence from European-American art forms and themes. There was another attempt to define black ethnic identity, and this was consonant with the political and social activism of the individual blacks who pursued the quest for personal identity during that period. The separatists of this period encouraged, promoted, and reflected pride in the uniqueness of the traditional black cultural forms with the added explication that this uniqueness was rooted in objectionable racism.

During the ensuing decade, there was little quarrel with those values as valid. The Afro-American's search for identity has indeed included some trial and error identifications throughout history. The search for black identity goes on. What form that identity will take in this era of the 1980s we can help determine.

There are some distinctive cultural traits and patterns exhibited by native-born Afro-Americans which relate to having been descended from slaves and having suffered the oppression of racism, and to speaking English and to understanding a unique pattern of this language, even though we may not all speak it still, that is commonly now called black English.

We may share certain traits, but there is an agreement among specialists in the field that ethnicity is not fully defined by a checklist of distinctive traits or patterns. The way an ethnic group defines itself in relation to others is highly relevant to its identity. Black identity has to be seen in the context of larger forces than the internal ones alone. Even though an ethnic group can define its own identity, self-definition by blacks must still be sought in the presence of the continued effects of racism and historical oppression.

Professor Harold Cruse of the University of Michigan made a profound imprint on the black quest for identity, I think, in his book which was published in 1967, *The Crisis of the Negro Intellectual.* He said that the intellectual development of blacks has been neglected by the educational system of this country. I would add that it continues to be so and can be corrected only by the black intellectuals themselves. Clarification of black ethnic identity is a leadership task for contemporary black intellectuals. By intellectuals I mean the educated, and I am borrowing from Professor Cruse, the creative, and all those who have a part in influencing the cultural apparatus.

Ethnic identity transcends generations, but a developing personality must use the relationship to her social group by which to define herself, and the social culture group into which this development occurs must continue to be definable from generation to generation. The search for black ethnic identity goes on even as each generation passes the cultural baton to the next.

Thank You.

**Asa Hilliard:**

Let me give you two contemporary examples in this decade of the meaning of cultural identity and not look at black people for a moment. Let's look at South Africa which was overrun by the British when they established hegemony over South Africans and Zulus and others and also over Dutch people from Holland whom they oppressed along with the black Africans.

A small group of those Dutch people got together and formed a secret society called the Broderbond, which, in a period of the past fifty years or so, succeeded in taking over South Africa, driving out the British, and then orchestrating a cultural revolution in order to consolidate their political victory which they now hold in South Africa at this time.

In other words, their political victory grew out of a cultural base. I am not trying to hold South Africa up as an example of anything positive, only as an example of the meaning of culture. What is at stake here is a lot more than an appreciation of one's own cultural identity.

Secondly, Israel is a new country, forty years old. Hebrew is spoken there because people understood the value of a cultural base in consolidating a political position. As a matter of fact, Hebrew is a dead language. There were only approximately 12,000 words of Hebrew left in the Bible, the old testament scriptures, not nearly enough for a language. But today Hebrew is a resurrected language, and there is a body of scholars in Israel who sit down and as new technology comes on line will invent Hebrew words to go with the technology rather than to borrow English or any other word. So they consolidated their political base by rooting themselves in a cultural tradition. Mind you, now, the cultural tradition was not there. In other words, Israeli culture is new in this century.

I could give more examples, but I wanted to put it in perspective so that we are really clear about what it is we're talking about. In my opinion, identity grows out of history and culture and is practiced in a condition. It is our confusion of the condition of history and our cultural identity that has us at bay as a people at this point. It is unfortunate, but we interpret our *condition* as our *identity*. Our condition is that we happen to be in a minority. Our identity is not that we are a minority. It is our condition that we are poor. It is not our identity that we are poor.

Our identity can only grow out of history and culture to the extent that we are aware of it. There are good reasons why much of the history and culture of Africans, and African-American people who are linked together, remains obscure at this particular moment. That is due to the condition that we live in which has been one of slavery, segregation, and oppression for approximately the past four hundred years.

The conditions of slavery and oppression are very specific. In other words, any time one group of people wants to oppress another group of people I have isolated for my own understanding several steps that have to occur. The first step that has to occur is the suppression of history and culture. I did not use the word erasure, because it is much harder to stamp out history and culture than it may seem. People possess it long after they have forgotten that they possess it. Whether or not they are aware of its existence, it exists.

There is also the second step which is the suppression of group identity. Whether or not history and culture are apparent, and the reason for that is quite clear, you have identity which means not only a sense of a personal identity but of a peoplehood, then you have the capacity for unity.

The potential is there for unity. If you have unity, then the potential for power is there. So that is why history and culture, and identity as well, have to be suppressed. Even if history and culture were suppressed, you might still get together on the basis of poverty. In other words, that would be unity, too, which could also lead to power.

There is another thing that anyone who wants to control someone else has to do. They have to inject a new belief system to replace the old one. In this case, we have the belief system of white supremacy which many of us internalize and practice to this very day. The greatest white supremists I know are black people, not all black people but some black people. The way you know that is by the choices that we make and by the way that we treat each other: by internalizing the outside system and practicing it inside, by having light skin fraternities and sororities and dark skin fraternities and sororities. That is done inside the house and not outside the house. It is also being done to the house by controlling the institutions that control our lives, by controlling the resources, and by segregating the population.

In 1954 the desegregation of schools addressed only the physical segregation issue. We did not address the recreation, reestablishment, and rebuilding of history, culture, and identity. Nowhere in the Supreme Court decision was that suggested, and we did not pick up the ball. Quite the contrary, we followed along on a path that I call cultural surrender. We gave up whatever vestige that remained of the history and culture that we had, which was a minimum of some seven to ten thousand years old. That is the part of the culture that we still express, if we know how to look for it.

Cultures do certain things that enable you to acknowledge and recognize and utilize for your own benefit the culture that exists, but we have stopped doing that because of the cultural surrender and the patterns that we have gotten into. You find this showing up in schools in a number of different kinds of problems. I only have a chance to name the problems and not discuss them, but I could discuss them in detail and link them to this information that I am giving you about history, culture, and condition.

You find it when you find all the black children, especially black boys, labeled mentally retarded because of a cultural instrument known as an I.Q. test. Since we are not familiar enough with our culture to explain what is happening, we fall victims to the consequences and the uses of I.Q. tests.

We find it when fun is made of our language. You know that better than anyone here in Ann Arbor. We have not studied African languages, nor have we studied our own systematically. We become embarrassed because we believe that our language is incomplete, rather than simply another one.

You would not be embarrassed if you knew the history and culture of black people, for example where we came from. We came from Angola, and we came from Mozambique for the most part. Black people in this country did not come for the most part from West Africa. Most of those people went to

South America and to the West Indies. The meaning of that linguistically explains the antecedents of linguistic forms which are still present in black language today. Since we did not bother to spend any time on that, we fell victim to the analyses performed by mostly white linguists who also did not bother because they did not believe that there was a language there in the first place, or if it was there, it was wiped out. So the specialists on black language generally are people who are ignorant of the African linguistic antecedent. They know no African language.

You run into it because of the things that people say about the culture of the children in the school. You run into it because we don't have our history as context for the things that we teach. We don't have black history courses, but we also don't have black history in the math course and in the science course. So Pythagoras is still the person who invented A squared + B squared + C squared, even though black folks had it written down in rhyme on papyrus two thousand years before Pythagoras was born. We teach in the philosophy courses and the humanities courses, in the *Iliad* and the *Odyssey*, that the Greeks were the founders of civilization when every last one of them went to school to Africa and were taught by black African people. We teach that because we have not been taught what our own history is, not because our history does not exist.

It has been in the Schomburg Collection for the last fifty years, where there are over fifty thousand catalogued books on black people. It is in the Howard University library, it is in the Atlanta University library, but it is not a part of what we do. If you are a black superintendent of a school district, you have an obligation to see to it that it is in your library just as it is in the Schomburg, and that it is utilized.

You run into this problem when we find that we are the only group in the school that has a funny basis for our name. Every other group is named for where it comes from. In other words, it is linked with the cultural tradition that was spoken about or the ethnic tradition that was spoken about: German-American, British-American, European-American, Hispanic-American, and black. We are the only group that you can't identify with this cultural tradition by a name that we gave to ourselves. It used to be Negro which was even worse than colored which was worse than that.

Institutions are normally available to any ethnic group that maintains its cultural tradition or its economic, educational, and religious traditions, but one of the things that happens in the condition of oppression is reduced control over the institutions that control our lives. We have lost control over almost all of those institutions. We lost the schools, what little we had of them, in 1954, but we definitely have lost them now, and we have almost lost religion.

What they do in those institutions is teach habits, conduct ceremonies, conduct rituals, and tell the story of the people over and over again. Now, since we don't have the place where the story is told, this is how we get cultural amnesia, and this is what makes us victims of cultural surrender.

When white folks talk about identity, they usually talk about identity in terms of individuals. Maslow talks about a sense of love and belonging. He is talking about the inner nuclear family. When Erikson talks about the stages of personal growth and identity, he is talking about individual growth and identity.

To have that means of cultural identity for a group of people would be to contribute to the liberation of a people at the same time. Personal peoplehood identity is not what we have. We have plenty of individual identity, because we buy into the system, but what we have lost is that identity that we need to mobilize in order to unify, in order to be able to wield power as other people do.

Ask yourself questions like these: Why is it that it is UCLA, Cornell, Berkeley, Harvard, and Yale that have the black studies programs in this country? Except for Howard and Atlanta University, ask why is it that on most of our black college campuses you can not get a course in black history? If you can answer that question for me, it will get us into a good discussion.

I think there is a real lesson in why it occurs at certain institutions. Cornell is an amazing institution for the study of black life, history, and culture, an amazing institution. Why did it happen there instead of the place that it should have happened? Why is it in the Caribbean we produce the conscious black people? Most of the people here want equality; we want fairness and we want freedom, but in the Caribbean they want peoplehood.

Why is it that they produce George G.M. James and

Walter Rodney? George James wrote *Stolen Legacy*. Walter Rodney wrote *How Europe Underdeveloped Africa*. Ivan Van Sertima wrote *They Came Before Columbus*. Why did all those men come almost out of the same high school in Guiana? Why did a little country like Guiana produce so many conscious black scholars? I say conscious in terms of the commitment to Caribbean Afro-American history and culture. Garvey had to be born almost in the Caribbean. Why is it that our children don't know anything about Garvey? We know his picture. We know his name, but he has a book out too, or his wife put a book out, called *Philosophy and Opinions*, that is scary to a lot of people because it means independence.

It seems to me that if we really want to get a handle on the meaning of Afro-American identity, its hookup to history and culture, there are some people that we need to be aware of. Number one, we need to be aware of Frantz Fanon who wrote the book *Black Skin,White Mask*. He was an Algerian psychiatrist, and the importance of Fanon is that he describes the condition in Algeria of black people with respect to the French that is analogous to the condition in America between black people and European-Americans. You will also want to pick up the novels by Chinua Achebe, who wrote in 1958 *Things Fall Apart*, which is the story of what happens when culture becomes unglued and how vulnerable you become. The next book he wrote in 1960 was *No Longer at Ease*.

"Things fall apart" when we are "no longer at ease." That is the extension of the disintegration of the cultural glue that holds people together. Then he wrote *A Man of the People* in 1966 and then *Arrow of God*. *Man of the People* is about a person who loses his culture and moves on out into an ego orientation. The second book, *Arrow of God*, is about an old man who tried to hold on to the glue. He was great in the fact that he did it, but his people deserted him as they disintegrated.

Another person you will want to know is a South African named Jordan Ngubane who wrote *Conflict of Minds*, mainly because he truly understands the nature of the struggle that we are in. It is not a struggle about more dollars and more housing and equal access to schooling, although those are critically important. It is bigger than that. It is a struggle for the control of your mind. If all you get is access to the school to learn what everybody else is learning and you surrender the right to define what ought to be learned, the battle is over.

You have to know about the African origin of civilization. You have to know about Ivan Van Sertima's *They Came Before Columbus*. You have to know about George G.M. James and *The Stolen Legacy*. You have to know about Chancellor Williams, especially, from Howard University, a grand old man who did a study on the destruction of black civilization. Those things are critically important in order to understand where we stand at this moment.

Is oppression the only thing that holds black people together? Is the only reason we come together because we are oppressed? If oppression were lifted tomorrow, would we still come together? What would make us come together if we would?

There is a book out by George Andrews called *The Afro-Argentines of Buenos Aires, 1800-1900*. What happened to the Afro-Argentinians of Buenos Aires? In 1800, thirty percent of the population of Buenos Aires was black. One hundred years later there were none. They had disappeared, and people used to sit around the fireplace and smoke pipes and say, "I wonder what happened to the black people of Argentina?" You ought to get that book and look at it very carefully because what happened to the black people of Argentina is happening to you right now.

That book made me want to do a study. One of the things that happened to the blacks is some of them got refined as white. Suppose Reagan comes on the seven o'clock news and announces on the Fourth of July that he recognizes that he has had a bad record on civil rights. He wants to do something to make amends. So he has gotten together with his cabinet and they are prepared to recommend to the congress certain legislation. They think they can get it passed. They have already checked with congress. On the first of January, for a ten-day period, you will have the opportunity if you are black to be white, but only for a ten-day period. How many black people will we have left?

Mrs. Moody gave me a little extra insight on this because what I was thinking about was how many folks would desert us? Who would opt for being something other than what they were because only oppression held them up? What was missing was any commitment or knowledge to a value system, a world view, a history, a culture, of which they felt a part. I was worried that we might have some small numbers.

She said, "They might be slightly larger than what you thought." I thought she meant fewer people were going to desert us. She said, "No, there are going to be a few white people who want to come over to us because they know what we have, but many of us are going to desert." The question is, is that really true? How many people would still be with us, if on January 1 Reagan passed a special bill to that effect?

Thank You.

**June Jackson Christmas:**

I think that Asa Hilliard poses for us a question which leads very much into what I have been thinking about black identity. I began to think of it from the point of view of an individual, a person who grew up in Cambridge, Massachusetts, thinking at first that she, a daughter of a postal clerk and a homemaker, was a person whose ancestors had always lived in New England. After all, black people in the Boston area had always been free. I later found out from my sister in college who did a little looking into our family history that some of our ancestors had indeed in the 1850s been free people of color. They were actually called free men of color in Danbury, Connecticut. I also found out when I later did a little more talking to my great-grandmother that she had been a slave for the first few years of her life and that she had been freed and had gone to work as a child for a family. She eventually left Virginia and got to Massachusetts, but slavery had been in our family.

I grew up, in other words, in a time when the idea was that if you were well behaved, took care of yourself, and did not wear loud colors and make noise, then you were the right kind of colored person. You would be acceptable, and these things about slavery and the South had nothing to do with you. After all you were a New England black person and you were special.

So what I had from my immediate family was a kind of distorted sense both of history and of what the realities of the world were. Yet that, to some degree, had to do with my parents' way of coping. I don't want to damn it entirely because I did learn my lessons, and I did do well in school. I did manage to succeed just as many of you in this room did, by following the "Let us behave well and work hard and we will accomplish" kind of precepts and rules.

Yet at the same time, that family had within it a grandmother who knew a little more about the past. She had lived in Virginia and she was the daughter of a slave. She did not like to talk about that. They came up to Boston when she was a young person, and she had only gone through the eighth grade. Her daughter, my mother, finished high school, and she lived to see her granddaughter become a doctor and another granddaughter become a doctor in veterinary medicine. She also knew something about being a colored person who had to do with people who had discovered things. I learned all about Lewis Lattimore at my grandmother's house and how he worked with Thomas Edison. Lewis Lattimore developed the incandescent bulb. I learned all about what William Pickens did with the NAACP in the thirties and about Harriet Tubman and Sojourner Truth and Marcus Garvey.

My parents thought that it was nice that Nana had all those old books, but what you have to be about is now and making something of yourself. So there were these forces pulling in somewhat different directions. I knew that I was colored, Negro, all along, but I was a little bit confused because in the public schools I never had a black teacher. In fact, to this day, in any regular course that I have taken in my formal education, I have never had a black teacher. So I did not have an experience that helped me see a role model who looked something like the people whom I loved.

I also had the experience of "I Am an American Day," and of hearing my teachers ask Parker Whipple if he would tell us about his history and he would stand up and say, "My name is Parker Whipple and my family came from Lancashire, England, and I am an American." Then Tony DeVincenzo would stand up and say, "My name is Tony DeVincenzo and my family came from Sicily and I am an American." Aileen O'Connor would stand up and say, "My name is Aileen O'Connor and my family came from County Down in Ireland and I am an American." The teacher never called upon the black kids in the class. When students had to talk a little bit about their histories, she would go up and down a row and skip all of the black people, and they never had a chance to talk about where their families came from. So I lacked, in that setting, the sense of being connected to the past.

I knew that it had something to do with slavery and that it happened. I knew that somehow some people were lucky enough to get up to New England where they were supposed to be eating manna from heaven.

I also knew that down the block from where I lived in Cambridge there was a house that was always owned by whites. A white family sold it to another white family and next door there were two houses that were always sold to other colored families. I knew that blacks never went across the street. (I was a little more consistent. I'm sure I called it colored in those days. I find it hard to go back to the correct vernacular for my age.)

However, I knew that something was funny about what being a Negro meant in Cambridge, Massachusetts. In spite of that, I went off to Vassar College where again I was unable to integrate my individual identity with a group identity. I share that with you not because I am unique, but because so many young people still are experiencing this in an even more difficult way than we did in the past. At least I had a grandmother who knew all the words to, "Lift Every Voice and Sing." In my family, our kids do, but I was at the Black Women's National Health Conference last week at Spelman College, and you should have seen some of those people my age, and younger, struggling to know the words.

I at least had what many of you had: some view that there was some work to do, and yet we see so many young folks today who are troubled, confused, and lost. They are not asking the questions about how they are going to develop what Shirley Phelps has laid out for us. They are not trying to get a sense of peoplehood. They are lost and not identified with anything that gives them strength for individual identity, that will allow them to be part of what will help us develop a group identity. I am troubled, as you are, because you are working with these folks as I do, teaching.

The fact is that we are losing whole generations, and I want to emphasize some of the barriers that still persist. The barriers that persist are making it much harder for us in our search for a group identity. Group identity is essential as far as I am concerned if we as a people are going to be anything more than expendable, tokens in another group, or assimilated into nothing.

Think of the fact that back in 1978 or so *The Boston Globe*, a supposedly liberal paper, had this in its question and answer column: "What are the five largest ethnic or national groups in the United States?" The answer was: English - 26 million, German - 20 million, Scotch-Irish - 12 million, Spanish - 10.5 million and Italian - 7 million. Twenty-six million black people, I believe it is now, were dehumanized out of existence into invisibility. The tragedy is that when I tell that in a group which is predominantly white, the white folks look blank. The sad thing is that often some of the black folks do, too. That is even sadder.

I just got a book on New York neighborhoods and communities which highlights to me what Asa Hilliard said. It talks about ethnic neighborhoods, and it even talks about blacks and black neighborhoods in Harlem. Then they have a map and on the map it shows all the different neighborhoods such as Vietnamese, Japanese, Italian, and Hassidic Jewish neighborhoods, but we don't appear on the map even though we are described in the text.

My daughter and I were talking, and we both made the point that Asa made. It may be hard for whites to know what they should call us. They think, "We can't call them Africans because they're really not African. We can't call them Afro-Americans (because white people never use that word). We can't call them blacks because think what that does to us."

We blacks are the only people who don't call ourselves by where we come from. We used to think we came from the West Coast of Africa, but now we just don't know where we come from. I had this brought out to me very vividly when I was a visiting scholar a couple of years ago in Zambia and in Kenya. I had gone with a group to a game park. The young man who was the bellman was dressed in such a way that I said to him, "Are you a Masai?" He said, "Oh, yes I am." Then he said, "What tribe are you?" I said, "I don't know what tribe I am." He said, "You don't know what tribe you are?" I thought, "How sad, I don't know what tribe I am." You don't know, we don't know.

Sure, many of us know that our great-great-grandmother was Irish, or that our great-grandfather was Indian. We don't know much beyond that. We don't know our own people and our own language. I think often, when I hear people ridicule the way black people speak, how in this country if you speak English with a French accent it is delightful and charming, but if you speak English with a black accent, it is bad. If you speak English with certain types of West Indian accents among those New England blacks, that is bad.

This reminds me, then, of another force that moves against our being together and developing that sense of unity, and that is the one that we have learned very well. It is divide and conquer. Again, back to my personal experience; not only were we better than Southerners were, but we were better than West Indians. What did we do with all of this supposedly "better," what did we do? It kept us divided, and it does today.

I am troubled particularly when I see some among us who would be conservative economists, sharing with us the idea that it is not really race and racism which are the pervasive factors in our lives and the cause of black people's difficulty, but it is really a question of class. What they would do is have us believe that, yes, what we have accomplished, everybody else could accomplish if only they could become upwardly mobile.

Obviously, we want people to become upwardly mobile, educated, etc., but we ought not to be caught by a wedge that divides us and keeps us, who are one paycheck away or maybe two from being working class, unemployed, and poor, a wedge that keeps us separated from the mass of black people because that is against our sense of identity.

Yet there was a time when we had a sense of soul or of black consciousness. We had ideas of negritude. Certainly we were united around common causes, and the question that I raise, as Asa Hilliard did, is, "Can we be united in any way other than fighting oppression?" I guess I would even raise the question right now, "Can we be united even in fighting oppression?" I have a question about that, a very serious question, because there are many forces that militate against our being together and these forces separate us, black men from women and black women from men. They separate us as black people here from black people in the rest of the world.

I remember when the American Public Health Association had taken a very strong stand on the issue of declaring Haitian refugees as refugees so that they could get some of the HEW benefits. Of course, when we wrote President Carter, he said that they were not really political refugees, that they were coming here to make a better life for themselves economically.

Now I think it was only yesterday on the radio or television we learned about the Russian artist who did not like the bookings that she had in the Soviet Union and so she was defecting. We know many thousands of people are leaving Haiti, in part for a better life and in part for freedom from black dictatorships supported by the United States. Thousands would fight to stay in this country and not go back to South Africa to overturn a system of apartheid which is supported by the United States. But black individuals and organizations did not write the White House in support of South African freedom or Haitian refugees.

How does the White House know that we are not going to be up in arms when a black South African poet cannot successfully fight being sent back? How little opposition there is to this rapprochement with South Africa! We have to be aware of our being a black people of African ancestry with a history that is different from the Afro-Caribbean, somewhat different from the African-Americans, but shared in many aspects with those people and others in Africa.

That sense of unity that is part of our history, it seems to me, we have got to discover. We cannot buy that myth that says, "I didn't leave anything over there in Africa. Why should I go to Africa?" Or buy that other myth that they taught us, that they told all the Africans who come to the United States, "Don't go to Harlem. They don't want to see you, and you are going to be robbed." They told black people going to Africa, "They are not going to want to receive you. They are not going to want to talk to you."

Of course, those of us who have gone have found out that many people do and maybe some don't. I can tell you from my own experience for every one African who is a little aloof and wondering how we were enslaved, there are ten more who say, as a man did to me when we walked out in the woods in Zambia; he looked at me and he said, "You are my sister."

We have to discover that we have sisters and brothers within this room, within our communities, and bring together that unity that comes out of realizing that we can be a people and do what we, as middle class people, have to be doing, that is, sharing our goods as well as our leadership and discovering who we are. That means discovering our roots and our future. I think we can do it. Thank You.

# HIGH EXPECTATIONS

**Don Clark**
**Pennsylvania Department of Education**
**July 1986**
**Ron Edmonds Summer Academy**
**Ann Arbor, Michigan**

We are all here to learn the kinds of strategies necessary to improve what happens to black youngsters. What you are here about is the NABSE and PEO concerns, about what we need to do to help black youngsters survive in the context of what Ron Edmonds has been able to create as a national phenomenon that we call "effective schools."

First, you are going to get tactics and strategies that will help you deal with how to improve the survival rate of black kids in the organizational structures in which you work. They all have their limitations; they all have their differences. It is up to your creativity to learn how to manipulate the variables on behalf of our young people. That is the organizational compartment.

Second, each one of you here has taken on the responsibility to be empowered to act as a singular organization to influence and teach others how to do this in the circumstances that they are in, whether they are under your control as staff or they are your professional colleagues. You have taken on both of those responsibilities by your presence here.

Third, your effort begins with expectations and an understanding of what establishes expectations. I am a firm believer in history. I believe, as Plato says, that if you don't understand it, you are doomed to repeat it. I have not forgotten that this country once considered a black person to be only three-fifths of a man. The structure of that belief system was internalized in the institutional structure and exists now in higher education, basic education, and all other human service forms.

I want you to consider that laws are right and just, but only black people have faith that people are going to adhere to them. In 1954 when the two Brown decisions came down, everyone said, "Hallelujah, we have won. Segregation is dead; long live desegregation." By 1982, sixty-four Supreme Court decisions had confirmed that same decision, that it is not right to have segregated schools. How many times do you have to ask the question before the answer is clear?

There are several languages by which we function. Every youth cult creates its own language so that old people don't understand what they're talking about. We all had our own language to refer to young women, to young men, to other kinds of conditions of our social existence. Every group creates its own language to survive. Education has its own language. Law has its own language. Economics has its own language. All of them have their own languages for their survival and protection.

If you don't understand that language, you essentially get trapped into carrying it out whether it is for your benefit or not. I want to share with you what we are expecting and what we need in order to make our children rich and empowered. Each of us comes equipped with our own heritage of understanding, of how we got to where we are and what our beliefs are. We need to be very clear about that because that will also allow us to be either vulnerable or be strategic in our responsibilities to empower young people.

We don't take our own intellectual capacity seriously. We don't collect the kinds of information that will empower us to do the job better. All of you have read, *A Nation At Risk*? How many of you have read *A Mandate For Leadership: Report of the Heritage Foundation?* How many of you have read *Investing In Our Children: A Report of the Committee on Economic Development*? How many of you have read *The Carnegie Report,* or how we are going to stick it to you all for the next twenty-five years?

Now, understand that in the world of strategy, these books represent adversarial thinking that essentially will either benefit or constrain the survival of young black kids. If you don't know what they are setting up to happen, there is no way you can know the way they are coming. So you have got to empower your own intellectual capacity by understanding them. We know the strategy and we know the expectation that they can also dissolve the strengths of what you represent.

So on the backside of that, how many of you are familiar with *Barriers to Excellence: Our Children at Risk?* How many of you have read throughly and bought your own copy of NABSE's *Saving The African-American Child?* You need to reinforce what it is you are about as a people and not intellectualize it to the point where it represents an academic postulate. I am talking about the visceral character by which you function. That means you can't have any question about what role you play.

There is an expectation when you as a black person take charge that the first group you should be interested in protecting is who? Black kids. When you don't do that, it throws everybody off. We ought to consciously redefine education as Paulo Freire defined education, as a liberation of the mind. Public schooling is supposed to create the ability of the masses to do that, to be liberated. The assumption undergirding this democratic society was that we would take a risk and educate the masses. By doing that, we would free the creativity of people to engage in making this nation the most powerful nation on the face of the earth. And it worked.

Now, what happened when some immigrants came forth who were not part of the group? They had to search for how that particular message got incorporated into their responsibilities. In bringing about empowerment for black kids, I ask you to define education, not in the context of public schools and practice, but in the context of liberation of the mind. If we are to do that, then we have to do it in the same context as any other group that seeks to free an enslaved group. If we are to set free those minds, then your responsibility takes on a nonprofessional role, and they will begin to call you things like freedom fighters, because that is, in essence, what you are. You make a conscious decision to challenge the system's consistent pathological contamination of a large body of its clients.

For a while the question used to be, going back just to 1960, why do they want to keep kids enslaved? If you are familiar with the work by Ben Seligman, it's called "permanent poverty." There has been an interesting transformation in this particular society that says we need people who are permanently poor because a large part of our economy is dependent on keeping them in that condition.

I want you to just translate that one step up. We need a large number of kids who are ineffective. That is an economic theory. I came to NABSE several years ago and presented a concept of economics management which nobody particularly liked. The whole premise was around the way we need to think to be of strategic value to the youngsters who are dying. We don't see the reality in why they should be kept ineffective as learners. We can't relate that to economic goals and objectives in other kinds of situations. We have decided, since we have firm beliefs as a people that everybody wants to do right, that there must be something wrong with whom? The kids and with us as a people. What we must begin to do is to separate ourselves from that structure which creates the new expectation that there should be in the population of America a permanent underclass of students, those for whom there is no expectation that they can function effectively, who have no right to be intelligent.

In 1959 the American Association on Mental Deficiency produced a manual that describes mental retardation. They produced a manual of classification which described mental retardation in eight categories, seven of which were trauma-based, neurophysiological conditions. The eighth category was described as, "If you cannot find any reason to classify the child as mentally retarded under those first seven, you may classify a child as mentally retarded due to psychological reaction alone." If you could find in the functional history of that child low income, low family academic functions, then you could classify that child as educable mentally retarded.

In 1960, in the statistics that undergirded the eventual passage of Public Law 94-142, we had ten million of those children so identified; 7.5 million of them were in the classification of educable mentally retarded. Of that population, 43 percent were black. Now, we are only 11 percent of the entire school system, but if your whole systemic expectation is that you function as three-fifths of a man, that is not at all difficult to believe.

What was our problem? We had a large group of kids who were poor and minority who couldn't learn. They needed the special talent of those master teachers residing in our districts who could bring about the strategies that would improve the delivery of educational achievement.

"How much is that going to cost?" they asked.

"That will cost about six billion dollars for five years and then we should begin to see a curve," we said.

In other words, using the statistical phenomena that we always use to confuse Congress, we created a bell-shaped curve. Everybody creates bell-shaped curves and nobody knows what they mean. We said, "Here is what we are going to do. We are starting here, and we will contribute at the rate of six billion dollars a year for five years. By the time we reach this juncture we will have developed the capacity inside our system to resolve the dilemma of ineffective learning. The cost of that program should trail off so that by the end of the ten years, you should be back out at the other end of that same little bell."

Ninety billion dollars later, it is very interesting to me that we can still find the same number of kids to statistically confirm the need for that number of dollars. That bothers me. It may not bother you, but it bothers me. Because what happened was that system became an economic employment system, but it had no benefits for our youngsters. If they tell you that your youngsters are achieving better and you believe that, then, fine.

It is hard for me to believe that if a youngster comes into your program with a learning power of six months a year, and all you want to do is to maintain that rate of achievement of six to eight months a year, that you are going to make him or her achieve at the norm. There is no way you are going to do that. It is statistically impossible.

That means you have one option. Change the ratio of achievement, and instead of one month's gain, you are going to have two month's gain. Where did they teach you how to do that? Where did they teach you, either in your graduate programs or your basic teaching programs, to teach children how to accomplish two months worth of achievement gain for one month worth of effort? Where did they teach you that? Nowhere, unless you had very unique training.

Over the years you begin to sustain a belief system. Since you are not going to accept responsibility for being a lousy teacher/administrator and organizational facilitator, then it must be who is wrong? The kids. In 1985-86 we are still entertaining kids who are permanent residents of the underachieving environment. You have them in your schools. You can go look at them. Any kid who got into a remedial class in the third grade will probably still be there if you check him out in junior high school and high school. He is there permanently. Any kid who got labeled educable mentally retarded will probably be there unless the school finds it more fiscally rewarding to transfer him to the learning disability category. "You can get more money out of that one. There is something wrong with his classification."

In the early 1970s came P.L. 94-142 and we found some very interesting premises. A number of states in the South were using their Title One monies to fund their special education children. Why? It was very easy. Look at the definition of educable mentally retarded and look at the definition for qualifying children for Title One and you have the same group: nontrauma, just dysfunctional. Why did New York, New Jersey, Pennsylvania, and Ohio raise hell? Because those states had already gone about the business of separating out and funding special education systems. They were going to lose by that. That is another political story. What I am saying to you is that the client base for both programs was overpoweringly one group, black kids.

The Office of Civil Rights has been saying for ten years that when we go to any state there is a population of kids that statistically represents between 38 and 44 percent of the classifiable special education categories but represents only 9 to 11 percent of the total population. There is something wrong with that unless your belief system says, "If they are inferior, then that is about right. Almost one out of every two of them should be dysfunctional." If that is not your belief system, then there is no other way you can see it and not say that it is wrong. Once that belief becomes academically accepted, what process can you use to change that behavior? You and I know that the problem is coming up and causing social policy changes at the level that says we need to revamp Title One and revamp 94-142. "What happens if I do get this child empowered to the degree that instead of learning six months per year, he or she learns twelve months per year?" What happens? You and I know what happens. You lose your money, because the incentive is not to get them out; the incentive is to keep them there. Now, we have to decide what you want to do about that. I have already decided. I understand that my job at the department is kind of incongruous with what I do, which is nothing new. I learned that particular approach from, of all places, serving in the military service.

I went into the 101st Airborne which was at Fort Campbell in Kentucky. William Westmoreland was the head honcho in charge at that time. An order came down in August 1958 saying, "All promotions are off for anybody who is regular army enlisted, who does not have, if they are a corporal, an 8th grade equivalency; sergeant, a high school diploma; second lieutenant, two years of college; and first lieutenant, a mimimum of four years of college. This order of August 1958, goes into effect on June 30, 1959."

That is where I learned that motivation takes on some interesting characteristics. General Westmorland went through a whole series of records to find out if they had anybody on the base who knew anything about education. Low and behold, here I was, one out of ten thousand with a B.S. degree, who became the chief administrator for the whole program.

Now, my first task was to do what my education had taught me to do. You have to have some rules. Everybody has got to be in a class. But the guy says, "Excuse me, Don, but if they are going to lose their stripes in a year, you don't have to worry about making up those rules because there is nothing you are going to do that will motivate them any more than they already are." And that was true. I had to go against what I learned.

I said, "Now wait a minute. I am looking at the files of this group here. These people are functioning on third grade level and fourth grade level. So it is going to be impossible to bring them up."

He said, "Don, I don't think you heard me. These people are going to lose their money in one year. Tell them how far they have to go, show them how to get there, and get the hell out of the way. Come back at the end. Call Dr. McPhail and have him come down and test those suckers, and they are going to all match the test because they are not going to lose that money. They have fought in two wars."

Now they are standing in front of General Westmoreland and the man is saying, "You guys have been with me when we jumped over wherever they jumped over in Europe. We got shot at on the roofs of Germany. We ran through the hills of Korea, and we are a proud group. Now, I am going to whip all of you to death if you ain't got that learning in seven months."

The message was clear, and they knew that there was no negotiation. For them the die was cast. Whatever expectations they had of their own capacities and self-esteem went out the window in favor of, "I have gone through two wars. I have got twenty years. I have got to get eight years of learning in seven months." The only question for them was, "Do you get released time to go to school?" General Westmoreland said, "Yes." That was the only question.

I offer that because what it did to me very early was challenge all of the academic understandings that I had about motivation and order. I am saying to myself, "These people can't speak English. They have never worn shoes." These folks learned so that they could come down at the end and say, "Hi there, Doctor. How are you today?"

Human beings can adjust to different expectations if they are clearly stated. Our kids in school give us back what we ask them to give. If we demand, they will give. We know that, but our kids are also quick studies. If they know that you don't give a damn, they won't either.

What is it that will trigger our determination to empower our youngsters to set new traditions of excellence? We have a history of excellence. It was disconnected, but that does not mean it was not there. We have no right to sustain that disconnection. We have a responsibility to reconnect it.

That 101st Airborne experience created an understanding for me because General Westmoreland presented it very effectively. I also got that confirmed in a book called *The Roots of War* by Richard Barnet. This book is about the military tactics of war. Barnet says there are only two things that happen. One is that whoever wins has been the best at creating deception. Whoever loses created the most vulnerable structure of predictability. I want you just for a minute to think about us. Think about the war. Now, you have got to decide about that. Sitting here you have the capacity to bring about that change.

We have done a lot of statistics, so we know that 300 districts across this country have over 60 percent black kids. Most of those 300 systems are in great measure controlled by ethnically compatible professionals. They also have, in strong measure, a number of advocates, people who believe quite seriously that every child should get an effective education, and they are not ethnically compatible. They are people who essentially believe in their responsibility as educators, in the right of every child to be intelligent.

In those early revolutionary days we started saying if you have black kids, they should be taught by black teachers. It did not take us long to find out that could also be a big problem, because then we had to deal with the class system. Any of you who know about the studies of Harry and St. John will understand what they found. What they found very simplistically was that race was less a characteristic in effective learning than class. We have to deal with those understandings.

Some of us have bought into the wrong system. Our expectations are consistent with those of institutional America. You may want to understand it and be free to react to it, but it is becoming increasingly clear that institutional America will not solve the problems of black children in the public schools.

This does not mean there is no concern at that level, nor that there is a lack of awareness. It simply means that the general masses of black youngsters are being serviced in the public schools and many of them successfully, so institutional and systemic America does not see it as the critical problem that it is.

Let me tell you why they can look at it and say, "We are doing a good job." In 1960, 50 percent of our kids graduated from high school; in 1980, 75 percent. Twenty-five percent jump; that is not bad. Nobody said what kind of shape they are in when they graduate, but nevertheless, statistically they are looking good. In 1960, 500,000 of our kids were in colleges across the United States; in 1980 two million. I won't go into a qualitative analysis of these 75 percent who graduated from high school in terms of what they are ready to do. I won't go into the two million, 80 percent of whom are going to be in the humanities and social sciences when we need them in the natural sciences.

We can be made comfortable on the basis of data. Unless we know how to look at data, to understand where our vulnerabilities are, then we will be trapped and utilized by that data. You know that many of us are not particularly excited about things like risk taking and high tech.

All of you who are administrators, but how many of you utilize computers in the tracking of those problems and the management of your affairs? You have no choice. You are going to need information and data faster than you ever thought you would need it because decisions are going to have to be made quicker on behalf of your young people. You are going to have to know what the spread of information looks like.

Why is it that our kids don't learn math and science well in elementary school? Because we teach math poorly and we don't teach science at all. We teach it whenever we get an opportunity, but we do not imbed it in a scenario of developmental capability. That leaves reading as a primary tactic in the schools, math only because we demand it, and science incidentally. What we have got to do is recognize where the world is going, not where it has been.

Linda Darling-Hammond of the Rand Corporation has already done an assessment on how computers are being used for black kids. Computers are being used for black kids most consistently in the same way that they use other passive materials, not to construct problem-solving models, not to construct new ways of intellectualizing their environment. Why? Because we passively accept that system. We have to deal with that aggressively.

The content power of your curriculum is going to change. You have no alternative, because America has decreed that it must become competitive. It must become competitive at the intellectual growth end of the spectrum. High tech will produce a tremendous number of jobs, but they will be at a lower level of functioning. I am not willing to have my children be the ones who get the lower level jobs. I want them to be competitive. I want them to be the ones who compete for the 600,000 plus new jobs that come with the initial expansion of high tech, not the four million service jobs. I want them at the other end of the spectrum. They won't be there if we function in the past and not in the future.

I suggest to you that you begin to look at what creeps into the curriculum in terms of degrees of difficulty that changes the content power of the curriculum. That will change how the tests get constructed and what test taking skills are going to be needed in order for our kids to correlate what they know with their ability to pass those tests. I indicated to you that we don't like math and science, but where do you think the world is going?

Before the 1980s are out, America will have a nationalized school system. They say you can't do that. The schools are a state responsibility. Already on the horizon are national assessments that will make possible comparisons among states and among schools, school site report cards that have the support behind them of monies that can be allocated in support of what happens. National schools of excellence, the 270 that just got recognized, are essentially all high socioeconomic status schools. National certification, and we are not too far off from having a national school system. If you think that we were in rough shape before, wait until that one comes.

All I am asking you, as a community of mentors, is to please be aware. Please be up on those reports that come out, because the arrogance of any power system, especially the one here, is that it will tell you where it is going and dare you to stop it. *Mandate for Leadership*, a program of the Heritage Foundation, came out in 1979, identifying where the Ronald Reagan administration would go. And I beg for a moment of silence for Ronald Reagan. He is the greatest thing that ever happened, because if that man and that process do not wake you up, I don't know what will. Obviously an eight-point earthquake on the Richter scale won't do it. The man does not lie. You read that mandate and it will tell you, "I am going to walk on your face." Then people say, "Well, why is the man walking on my face?" Because he said he was going to do it and he is going to do it. He doesn't lie. That is the arrogance of power. He doesn't lie.

Now understand that there are others who are being sucked into that position who did not believe that he would do that to them because they did not recognize that essentially the three-fifths of a man category was representative of us as a human system, but when they got caught in the ground swell of economic competition they had to go. This is not playtime. This is deep stuff we are in. The problem is what are you going to do about it?

When you talk about the five correlates that Ron Edmonds offered, I would like you to talk about them in an orderly model that allows you to take the characteristics of the environment you represent and translate those characteristics and strategies into that environment. I don't know each and every environment here, but I do know one thing. You have learned that you have mentors here who can help you shape a strategy to function better in that environment. All of us are here for that reason and that support. The basic consideration for your strategy to work is that you understand what constitutes an effective school for African-American children.

We are all upset because Ron Edmonds has not been given a great deal of credit for setting into motion a powerful dynamic by which schooling can be practiced. Even in Pennsylvania when I presented the correlates, by the time they got finished we had nine of them. They were not going to let that man have those five correlates. I got those five correlates in there, but they had to have four more. I don't mind winning part of the battle.

When I presented the paper to the governor's policy planning committee in order to get them to look at programs that would increase the achievement of black youngsters, they sent it back and said it was the best thing they had ever seen. However, they had made some slight changes. One of the changes was that if it is good for those kids, it ought to be good for every kid who is at risk. Understand the new language, "at risk." Now, it is up to me to understand how to convert that advocacy model to make sure that black kids or Hispanic kids, et cetera, benefit from it. That is the role that the community of mentors plays, because without you I can't do a thing. You know that nobody pays any attention to the state department. So if I don't have advocacy systems out there to connect to or people who are looking for things to do to make their children do better, their adults function better, then essentially it goes nowhere.

Imagine a great big poster with a big ugly gorilla on it. The poster says, "Every time I learn the answers, somebody changes the questions." If we don't learn how to project what the questions are going to be and set into motion the strategies that intervene for our youngsters, we will always have an uphill battle, consistently unable to empower our youngsters to do what they need to do. What the poster is saying is that the public schools have a continuous mission, and it supposedly is to present a thorough and efficient educational system for all youngsters. Obviously we need something different for at-risk youngsters, because they have their own cultural category, their own heritage.

I have spent time looking at the research and the experiences that collapse information that speaks to how we create a better milieu for the kids who are our children. We already have a large body of experience in what to do with our kids. The community of mentors whom you represent here is reflective of that. Each one of you has your own recognizable successes in how to organize the system to meet the demands of black kids. You may run into problems. That is what mentors are for, to help you understand how to get out of the problem. If your kids are performing badly on tests but you know that their wisdom is being reflected in the day-to-day activities, whom do you call? You call other people who have the resources to be able to help you define how to improve the test-taking abilities of those youngsters.

You have the capacity to neutralize the effect of the tests, but you won't do it by challenging their biases; you do it by producing young people who test out high. Once they do, you will be amazed at how quickly testing begins to recede as a major condition by which we evaluate the abilities of youngsters. Don't think they will give up when that happens, because something will just change. The fight is never over. You will be fighting the rest of your lives.

In our teaching we deal with the cognitive, affective and physiological aspects of learning. Supposedly intellectual development emphasized cognition, the development of cognitive capability. What we learn from our youngsters is that they have a high quantity of affectiveness to their engagement in learning. If our kids don't like it, they won't learn it. That is a problem. Physiologically, our kids are active, not passive. Most learning environments are passive and not active.

If these things make any sense and we don't apply them, then there is not a question about why the kids come out like that. I mean, we have kids in the room, their day starts in the morning, and they are going just like that. You say, "Keep still."

"Well, I can't keep still; I don't know how to stop."

So you just let them go. You give them their stuff and let them run around the desk. You get it done. But the only person it bothers is who? Yourself, because you don't think it keeps order. We have to change the perspective by which we relate those things. The only thing that the research and people who teach black kids are saying is we have success when we recognize their total ability to use those characteristics.

The adaptive characteristics of learning are highly related to environmental and cultural style. Kids bring into the school how they learn and what they learn from the environment. If the leaders don't understand what is in that environment, there is no way in the world they will find out what those characteristics convert into and the teaching strategies that will make them learn or make them behave. You need to understand that. If you don't, if there isn't a congruence between those two, there is a high probability that you will not be successful in creating high level learning.

It does not mean that you accept the fact that they are fighting in the streets so they can fight in school. But what you will understand is that their model for resolving difficulty and conflict, unless you teach them new models to do that, will be the one that they already know. If you don't give them an ability to adapt to a different environment, let me tell you the other outcome.

In the classification of mental retardation the generalized definition is that we may classify children as retarded who exhibit generalized sub-average intellectual functioning due to lack of adaptive behavior. In the schools if they don't adapt to the behavior and climate of the school, they are on their way out.

What we are offering is recognizable strategies that can bring about the effective education of black youngsters. What we found is our kids have highly developed audiological and visual fields. The problem is the school offers a very bland diet for using what they have. As a result, the kids lose out on what they bring as a level of sophistication.

When they were doing the preliminary research for Head

Start, they said our kids were language deficient in relationship to the language that was demanded by the school. When you piled in all the language that they did know, they said that seven-eighths of it was unusable in the school environment, but that did not mean they were language deficient.

Each student must be taught self-esteem building tactics to support their value as students in school. We began to look at test scores from kids in the state, and I had them isolate several of the test scores for me. We have a concept called "Education Quality Assessment" which measures the state's twelve quality goals, one of which is self-esteem. What came out was very interesting. The kids have a high belief in themselves, but they know that they have no high recognition in the environment of the schools. It is a hard thing for them to resolve.

Some teachers were aggressive about teaching self-esteem tactics. One system they found effective for doing that was a program which raised expectations for student achievement. They understood as professionals that they had caused kids to question their self-esteem in that environment, but you had to get them to recognize it from a particular condition first before they could take advantage of it.

Most of us are responsible for dealing with adult behavior. Very few of us know how to do that effectively. My suggestion is that you begin to increase your own capacities to handle adult behavior effectively, because as administrators you have several levels of translation to accomplish. Your direct responsibility is not necessarily children. Your responsibility is to understand adult behaviors and adult learning styles and to get them to do the job better. In the world of business, they call it management. It does not necessarily translate into educational administration, but I am suggesting to you that to get more power out of the environments that you work in, you need to learn about adult behavior styles.

Thank you.

# IMPROVING SCHOOL CLIMATE

**Dr. Trevor Gardner**
**College of Education**
**Eastern Michigan University**
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**Ron Edmonds Summer Academy**
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One of the things I want to mention from the beginning is that when we discuss school climate and when we talk about discipline, there is no real expert. I think any time a person assumes the position of expert in these areas we are in for trouble. That's why, if we go back over the last twenty years or so, we find different experts in discipline management, in climate settings, who seem to be saying significantly different things as rigorously as if they had never been said before.

For example, about fifteen years ago William Glasser was on the band wagon with reality therapy, and discipline was a big thing. He organized discipline into a ten-point management plan. I figured when I came in that if I could get my students in the university to implement those ten points in their classrooms, that they would have no discipline problems. I believed it, I really did. I was young and naive then, but I'm an older and wiser guy now.

Then, somebody got me turned on to Thomas Gordon's *Teacher Effectiveness Training* and transactional analysis. Guess what? I believed that too, and so I learned as much as I could about it and as rigorously as I could. I tried to practice it and get my students to practice it.

Ten years ago behavior modification was a big thing. Everywhere across the country it was behavior modification, and I believed that, too. I practiced that and found out that, yes, it helped me, but it didn't solve my problem.

More recently, this charming gentleman, Lee C. Canter, came on the scene with assertive discipline. One of his first sentences was, "Teachers, take charge." Who doesn't want to take charge? Who doesn't want to be assertive? As a matter of fact, most of us spend our lives dreaming about being assertive. Here's a guy who says he can tell you how to be assertive and you'll have no problems after that.

Over the last two years I have worked in seventeen schools, grades K-12. In at least fifteen of those seventeen schools the staff was trained in assertive discipline. After anywhere from six months to a year and a half, they concluded that, "Yes there are some things good about assertive discipline, but that's not it."

I began about five or six years ago to ask myself some questions about climate, about management, about discipline, about teachers, about students, and I came to this conclusion: Nobody is ever going to give us a recipe that is going to solve all of our climatic issues, whether they are related to parents, students, discipline, or what have you. Therefore, what I advocate in looking at climate and school environment is what I call the rational approach to discipline management. It is a rational approach to establishing an appropriate climate in your school. The word rational implies that we pull from numerous sources to flesh out a body for the skeleton that I will describe this afternoon.

Let's go back to where I started. There is no expert. I don't believe I'm going to give you an answer and it's *the* answer. I believe, however, that you will hear enough information that you can shape from it for your schools or your classrooms the structure that's going to work and be effective for you.

As Joetta Mial pointed out, one of the things that we can confirm from the beginning is that if the climate is going to be effective, we must approach it as a team. The administrator, therefore, is not merely a king or a queen who sits up here and hands it down. A team doesn't behave that way. When the quarterback is going to throw, somebody has got to be there to catch the ball. If somebody is going to run the ball, he can't do it alone. We have to be able to work as a team.

How do you create this team, and how do you make it effective? The how do's that I will share with you will be open to your input. Let me see those of you who are teaching and this is your first year in this business called education, your first year. Raise your hand. Good, there is no such person. That means, then, we should do some sharing, and that's one of the weaknesses of educators as a group of people. Doctors share, lawyers share, but educators know so much they close their doors. This afternoon we're going to do some sharing.

Let me step back for a minute and clarify a position I always take when I deal with climate, especially when the name Ron Edmonds leads the theme. You might have heard that Ralph Scott and Herbert J. Walberg have challenged Edmond's postulate about the school being the most significant element in the child's effective instruction. Indeed, they challenged it. And in their challenge, they proposed a position. The position they proposed was a three-legged stool. In that three-legged stool they identified three things: 1) ability, 2) instructional effectiveness, and 3) the influence of the home. They said, "That's what Edmonds should be talking about instead of talking about the school." They went to great pains to justify their position. I would dare say that those of you who have read what Edmonds has said and have followed him closely would never have a quarrel with their position.

However, the one thing that all the literature seems to say today is that the children are not learning effectively or behaving constructively. It is not any one of those three things, but the only one that's going to make a real difference, and that you have control over as educators, is the school. We have enough evidence that children can come from backgrounds that are almost disastrous in terms of their learning, yet they do very well in the process of learning and development because of their school experiences.

How does this fit into climate? Climate is something we need to make. As educators we assume when we talk about climate that we mean the atmosphere, or the feeling tone in the environment. These are terms that seemingly cannot be measured, but I'd like to say this afternoon that in fact we can measure climate.

Let me put it another way. Climate does not happen by accident; it's by design. We have to design it, and we have to make it happen. We have to channel it. How do we channel this process? I'm going to talk a lot about experiences that

I've had in schools, particularly in getting parents involved and in getting teachers to behave differently.

There's a disposition among us educators to put on a good show, to put on an image. Image without substance is a tragedy. It will catch up with us somewhere along the line. As we think in terms of creating an image, we must recognize it cannot be substituted for substance. That is, it's all right to let the public think you're doing well, but somewhere along the line doing well has to stand up on its own.

I say this to the white folks, too, if you're present, just in case we forget. White people, and more and more black people, people in general, tend to enjoy the facility of demonstration in numbers, meaning statistics. When you think of creating an image, think also in terms of numbers. Any time you think numbers, you have to think goals. What do I mean by that? I mean that you have to decide where you want to go, whether you're dealing with discipline or not.

In the schools where I am working now, we look at the suspensions for the previous year. We look at the referrals for the previous year. We look at the redemptions for the previous year. When I say redemptions, I'm talking about kids we have helped to change their behaviors. We say, "Okay, if this is what it was last year, we must reduce it in the coming year by so much." We have something we're working towards. Nothing excites teachers as much as knowing that at the end of their examination they will know if they passed or if they failed. Why? Because they do that with students everyday, which leads me to the next point.

Maximal anxiety for all role groups on the task of learning and teaching. Let's talk about that for a little while. Maximal, not maximum anxiety. Children learn best when somebody expects something of them, when they're not placid; they're not too comfortable, but they're not over anxious. If you're too much up there, it's trouble. If you're too much down there, it's trouble. It's the same way in the creation of a school climate. The teachers in the school environment feel frustrated that they can't achieve anything and that they can't get anything done, especially when they get into "effective schools."

In looking into effective schools it's exciting to see what's happening. The teachers are so frantic, working to change everything, but at the same time they're getting nothing done. It's leading them into more confusion. So we have to come up with a decision. What is the maximal anxiety that an administrator must put in a teacher? If your teachers are too comfortable, just as your students won't learn, your teachers won't produce. They won't even be excited about the environment. It won't be pleasing to them. They must have that little anxiety about it.

In other words, they must feel you're looking over their shoulders. I know most of us will feel differently, but in an environment where teachers are productive and they're concerned about their position and they enjoy being there, part of it is they know somebody is looking over their shoulder.

Of course you're going to have a number of teachers who know you're looking over their shoulders, but say, "Well, I'm a professional person, and if I'm a professional person nobody should be looking over my shoulder. You need to believe that I'm going to deliver."

I *do* believe that you're going to deliver, and so I'm looking to see the delivery. It's necessary that we keep our teachers a little anxious. If they get too placid, the environment gets dead. It's like an organism; if it's not continuously changing; if new cells aren't coming in, it dies. It's no good if we are dumping too much, and they're running too many rat races. That's no good either. Maximal anxiety. And that is going to be the same thing that a teacher should carry through to the students so that they feel excited about the environment.

Create reporter's fever about your school. What I mean by that is this: You have got to publicize your school. Very few school people have the luxury of a reporter coming in to say something good about their school. You have got to decide what's a feature story, what's a news item, and you have to get it out there. How many times has your school gotten into the newspaper this year? Don't answer. It's all right. You don't have to answer.

Then ask yourself the other question. How many good things did your teachers do this year, or your staff, that never got beyond the school doors? Everybody inside knows it, but nobody outside knows it. Which one creates more satisfaction to your teachers and environment? Certainly if it gets out, they get more excited about it. Kids get excited about seeing just the name of their school mentioned in the newspaper.

What I'm saying is you've got to create an environment where reporters become anxious to hear about your school and you've got to start feeling that. One of the ways to do it is to begin to have a love affair with a reporter; not every reporter, just a reporter.

Do not hide bad news. A number of us in the school environment try to cover bad news. Ladies and gentlemen, bad news will get out. The tragedy is that it gets out when we aren't prepared for it to get out. If there is bad news, don't hide it. If you know it's going to come out, the important thing, for the good of your teachers and your school, is to have a management strategy. When you're talking about the bad news, you're also saying, "Yes, this really is not okay in this environment. Here is what we plan to do about it." Always have a plan. Whenever somebody reads that and hears that you're going to do something about it, they hear it as a plus. How exciting it is six months later to call a reporter in and say, "Look, you remember when you wrote that item about us? I'd like to tell you what has happened." The teachers begin to feel more excited about that environment.

Educate your parents in how to deal with the press in order to help our schools. You have got to teach the parents. How should the school be represented? The school is not your school. It's not the children's school. It's *our* school. Parents must begin to talk, not about *this* school but about *our* school. If you want to take a temperature check in a public meeting of how parents feel about your school, listen to what they say. If they say, *this* school, they're far from you; it's a third person. If they say *our* school, they're close to you; it's a first person, it's a climate check. You know the climate is not too bad around here when they start talking about *our* and *we*. Those are two key words to look for when your parents are talking about schools.

Make education visible. Education is a showcase. It really is a showcase, especially for your kids who are not the most academically gifted. Let me give you an example. Here's a guy who's playing basketball or football. This guy comes to school every day making F's and D's, but he comes to school every day. Why? He's realizing a better showoff opportunity in the school environment in his sport. I'm not saying now that you should be satisfied with that. What I'm saying, though, is that he belongs to the environment, he's getting some success experiences in the environment, he loves it, and he wants to come. The feeling tone is right for him.

You have to seek opportunities to give all your students opportunities to show off. Give them a chance to show off, regardless of the grade, regardless of what the kids are going to put out front. They like to show off. We should give them the opportunity to show off. A number of us don't give them enough opportunity in the elementary school and junior high schools to show off. When they reach the high school we say, "But they don't like to talk to people. They don't like to show off." It's not true. The truth is we haven't trained them how to show off. Part of building climate is showing your children how to show off and making them feel good about it, making education visible.

One of our dispositions as educators is to stand back and let things carry themselves. What I'm suggesting to you as principals and as teachers is to attack the thing you want to deal with. Don't let it control you. Attack it. I'm going to give you an example. Here is a first-year teacher in Minneapolis, and a number of the students in his class come from the ghetto. Of course Minneapolis really doesn't have a ghetto compared to other places in this nation. This guy was stupid. He didn't know what educators ought to do. He didn't know how to behave, or he hadn't learned yet. So this stupid fellow in his first year when he heard that they wanted all the parents at this meeting, guess what he did? He went down to the ghetto, and he brought all these parents to school, most of them minorities. He was a white kid who didn't know any better.

Since then, however, there is no person more visible in that school environment at general assemblies than this guy. No other group, since he's been in the school three years, and no other classroom, has had as many parents in the school come to any meeting as he has had. His kids are so excited it's phenomenal. Why? Because he was stupid. He attacked the problem because he didn't know he should sit back. I'm saying I think we could learn something from this young man. Of course I know there are a lot of stories like this. I'll tell you about a lady in Detroit with the same experience and she wasn't stupid. She started stupid, but she's been teaching for fifteen years now. Every year she goes out there and she makes connections with the parents in her class, and they just keep coming in; they pour in. Of course she's a lawyer, a judge, and everything for them. I don't know how she has the time to do all of that, but she does it. Her kids just churn in her classroom and the other teachers don't understand. It's not difficult, it's not magic. It's just that she attacked the problem rather than having the problem attack her.

There are some essential elements in fostering a good climate. One is that in the environment kids must feel positive, they must feel good about school. Kids must want to come to school. The janitor must want to be there, and not only for his salary. How do you get the janitor to want to come to school every morning? In the dead of winter, how do you get the janitor to want to be there on time? I'm talking now more about the things that teachers can do than what the schools can do.

Here's a school where one teacher has a party in her class for the janitor every year. When you go to her classroom, it is always clean. I wonder who did it? More than that; sometimes as educators, like this teacher, we often leave our rooms a little unlike the way we should leave them. Guess what? The policy in this political school is to report teachers who haven't left things the way they should have been left. This teacher never got reported. Although her colleagues say, "Hey, we passed your room this day and that day and this is how it looked; it looked worse than mine." It never got reported because she had made the janitor feel good in that environment.

Secretaries. Sometimes our teachers don't recognize it, but the secretaries meet the kids, especially when they're late before they get to your classrooms. The one sentence or the one smile a secretary passes on to a student makes it a completely different day. In the process of building this environment, our secretaries should feel that they belong, that this is part of their environment, too. It's not the educators, it's not the teachers, the administrators, or the students; it's everybody in the environment. That's not always quite as easily done as said because some of them have been trained not to believe that. You have to train them the other way to become believers that they're really a part of it.

All teachers take responsibility for all students at all times, especially in the high schools. It is a tragedy when it's not my student because he's not on my block or on my wing.

I'm just passing down the hall on this side going to the office. This attitude is going to create latitude for disruption in the environment beyond your dreams. But if students know that when they move through the school every adult in the school environment at every moment of the day is equally challenged to motivate them to do the right thing, to stop fooling around and to focus, the students may become stronger and more committed to doing the right thing than you can ever imagine.

Let me tell you of an experience I had in the past year with a certain group of students. We had an environment where the trust level was low in one of the schools in which I work. Students were on the behavior team and the parents were also on the team. The students said to us in October, "Things are going fine. We are making fantastic improvement."

We could document that this was true in September and October. Attendance was better and referrals were better within the school.

The students said to us in October, "But we know by November and January it's not going to be so."

And I said, "How do you come to that conclusion?"

They said, "Because the teachers are not going to hold up their end of the bargain."

Ladies and gentlemen, up comes November and we look on the data. Guess what? The students were right. Not only that, but the teaching members of the team were not reporting for various reasons. They had just put in the program for three of four months and they wanted a transformation.

In changing the climate, if it is going to be a sustained change, do not expect dramatic transformation. If you hire a charismatic principal whenever he or she leaves, the situation will reverse itself to what it was before, because it was built on the principal.

Good climates are not built merely on good principals. I don't want you to misunderstand what I'm saying. We need good principals in every one of our schools, but they're not built-in principals. Last year at one junior high school the principal was a charismatic person. He had just gotten people doing things for the past two years. He had gotten the staff to give up their lounge so that the kids could put in pinball machines. They had a little cubbyhole, and he got them to give up that, too, so that the kids could play their stereo. Now, all of those things were gone, and I mean everybody was happy and smiling. He ran it for two years and it was so good that the district said to him, "Okay move on up, take the high school and do the same thing."

They moved a new principal into the school. I talked to her this summer. I'm sorry for the lady. She said, "They're starting to give me trouble already; not the kids, the staff. "

The climate was never really a good climate. It could not have changed in that period of time if it had been a good climate. So I'm saying that effective administration and creation of climate is not built merely around one person. We do not have enough charismatic principals to spread out over this nation and in your school districts. We have to look at the structures that make the difference. We must, therefore, establish standards of behavior: standards around which teachers can behave consistently; standards around which parents can behave consistently; standards around which administrators can behave consistently.

I was in another school in another state not so long ago, and I was working with a team. The principal had walked out for a few minutes. While he was out the teachers said, "Listen, in a situation where we have a crisis, what do we do?"

One teacher said, "Just last week I had a problem. My principal came down fifteen minutes after he should have been there, and I believe that in any environment in an emergency a principal should respond within four minutes."

We dialogued on that a bit and very soon afterwards in comes the principal. I said to him, "Jerry, your teachers say it takes fifteen minutes for you to respond in a case of an emergency."

He says, "Yes, I do, and I feel I should respond to every emergency within that time period. I should be able to do that."

The teachers gasped. What was happening? What was happening was this: the teachers and the principal had different definitions of what an emergency was. Within five minutes we identified what we would call emergencies. He decided that in those cases he should be there within four minutes, precisely what the teacher was thinking about.

In building climates, therefore, the expectations have to be clarified. Part of the responsibility of the teams that I work with is to say, "What do you expect of your administrator?" That agenda must be clear. What is it that you expect that the administrator can't deliver? Often times there are things we expect of administrators that an administrator cannot deliver.

That administrator needs to say, "Now look, this can be delivered, and that can be delivered." Clear the agenda. It is also important that the teachers know what administrators expect of them so that they can predict the environment. Prediction is vital in this process.

The people in the environment need to be able to predict the environment. It's no wonder, for example, that minority kids get really teed off in an environment where they are allowed to slide in the initial stages. While I am talking about that, let me address two aspects of the prediction variable. One is we've found that white teachers report that in the first few weeks or so they really allow black kids to sort of get in tune with the school and the school rules before they start getting down on them. That's what they report. I'm not there every day, so this is their self-report.

What happens is three weeks down the line they draw in the reins and say, "Kid, you have to straighten up." The kid says, "What is this? I have been taught for three weeks that this is okay. Three weeks down the line I hear it isn't okay."

So I'm saying as administrators, as colleagues, as teachers, we must be saying to white folks who are allowing that latitude that it's creating a disruptive climate. The kids are dissatisfied and they murmur and it gets into the revenge type of behavior. That can get nasty at times.

What do minority teachers do along the same line? Minority teachers flip the coins a little bit. In the discipline spectrum, they want these kids to demonstrate to white people that they can behave and save the race. I call those the "savior complex" minority people. Their intent is to use the kids to save the race, and all the kids are saying is, "Treat me like any other child. Expect of me what you expect of everybody else."

I'm saying the kids should be able to predict what you expect of them, what you'll deliver and what you won't deliver, that there are some consequences.

One of the things I'm finding out in schools, and I'm saying this especially to those of you who are minority principals: There is a legacy from the sixties and seventies. I want you to hear this carefully because the sixties and seventies historically will be one of the most important periods in the history of minority people in this nation. It was a good time and a bad time, and we're carrying over some legacy from that: Included in that legacy is that some people in the school environment, both minority and nonminority people but predominately minority people, believe that if you consequence a child you don't like the child, because you don't care for the child. One told me that openly when I talked about consequences. If there is one group of people who know about consequences in this nation it is minority people; especially black people. We know about consequences. Our kids ought to understand consequences. I am finding out this is a tragedy, but it's true because I can document it in the schools I'm dealing with.

Some administrators, especially minority administrators, do not stand up as much as they should stand up for kids to be consequenced in school. I am finding in school environments that the white principal is fighting harder with the staff than some of our black principals are fighting for the benefit of our kids. I'm saying that's a tragedy. It's a serious tragedy. What I'm saying, though, is at some point these kids become resentful in that environment and the decay of the environment begins. As minority administrators, as black administrators, we have got to stand up in the school environment for a standard that we can consistently practice, where everyone can predict the outcomes, teachers, administrators, and students.

Avoid tangible evidence of neglect. When I walk into some schools, the ecology of the environment immediately tells me the climate is bad around here. I think all of you as educators who travel around this country can document this. You walk into school and immediately, it doesn't have to be an old school or a new school, it doesn't matter what age the school is, we're talking about cleanliness. There is a direct relationship between people's well being and cleanliness; direct.

You know what some teachers are telling me? "Well, you know, we've got the old school, and we've got one of the walls broken."

Ladies and gentlemen, broken wall and even broken down clothes can be cleaned. If we are really serious about it, we can get movement, and we're going to talk about that.

One of the groups we don't bring into the school enough to get movement from are our parents. We'll talk about them in a minute. Tangible evidence of neglect should be removed as far as practical. Tell me why should there be a broken window for three months or four months in a school? A broken window is symbolic. It says something about the child's mind. It says something about the teacher's mind, and it says something about the administrator's mind. It says, "Hey, there ain't much care around here about keeping standards and keeping expectations and keeping things going." What I'm saying is the tangible evidence of decay ought to be removed as far and as fast as possible. Most problems can be repaired with very little cost.

Remember when I started out I said we should be able to measure what we're doing? We should be able to measure school climate by creating a profile. There are six areas that you could look at: 1) general climate factors, 2) content factors, 3) process factors, 4) caring factors, 5) demanding factors, and 6) physical factors. Notice here that we are talking about program determinants, process determinants, and material determinants. Under general climate factors you have such factors as respect, trust, a high morale, opportunities for input, continuous academic and social growth, cohesiveness, school renewal, and caring!

I'm developing an entire assessment profile, but my focus this afternoon is going to be on the general climate factor. I'm saying one of our responsibilities is do some sort of assessment. I would suggest that you do it in the early part of the school year. Don't do it in planning for this school year. You do it this year in planning for next school year.

That's another thing that destroys climate. As educators, we like things to be done fast and to be over with, meaning we like quick results. In business, if they're going to make a new investment, they spend at least two years putting the plans together and laying it out, and then they start marching. As educators, we want to start today and get it done tomorrow. I'm not saying we should wait as long as business, but we certainly should take a year in planning what it is that we're going to do. For example, if you started in the first term, and you sent out a survey and you got responses from that survey from your staff, it's going to take some time for your team to be trained to deal with the results.

I recommend that you select a behavior alert team, always representative of your total staff. When we talk about representation we talk about race, sex, age, subject areas, and grade levels, as much representation as possible. I usually say make that team about one to ten in your population. So for every ten teachers you have on your staff, put one person on the team. You shouldn't put all the big thinkers or all the people who support everything you say on that team. That's a one-sided climate, and you're going to pay for it later on.

In two particular schools I told the principals to select teams that were representative. One principal selected all of her supporters in the school, and one made it a representative team. In the training, it became very evident when some people said, "We can't answer to that," that they were the people who made all the referrals to the principal in the school. They were over represented.

You want the team that will fight you inside. Internal battles build trust, confidence, and understanding. When they're finally committed to something, and you go out there, you go out as a battalion that has learned the rules and you are fighting together for the same cause.

The principal has primary responsibility for everything, but in building a climate get the staff to take responsibility. When this team builds a program, it is the team that goes back out and shares the program. Every member of the team has to do something in sharing the thrust with the staff.

For example, when we talk about discipline, we talk about essentially three components in discipline management. We talk about *policy*, we talk about an *information* system, and we talk about *strategies* . Within this planning session we put these together. Whatever you come up with in your climatic measurement—for example, if you use respect—you'll find that respect is a major issue. When you come back to share with the staff, it's not the administrator who comes out and gives the story.

Just think about it. People are accustomed to administrators coming out and telling them where they should begin and where they should end, but here's a colleague who has the same weaknesses I have. This colleague is coming out and telling me. That doesn't remove the administrative responsibility, but it gets the person who identifies with his or her colleague more excited than if the administrator were the person who was saying what they must do.

In this particular district, we got the groups back together, and I visited with staff from the individual schools. The staff in one school accused the administrator of laying down her rules on them, and she said, "I didn't, it was the team." That's not what they saw. They saw one little person come out there and say this is what it will be. Until this day, which is a year later, she can't hear that it wasn't so much the rules they were fighting about, it was the process and their involvement. In building climate, process is important, it's essential. How do you begin and how do you end? What I'm saying here is that teachers must feel that they are participating. Students must feel that they are participating. There is nothing new in that. The question is, how do we begin to give them the opportunity to feel that way? To do this 1) have a team, and 2) have that team report back to a full staff. When you report back some of us assume that's the end of it. If that's the end of it, that's dictation. Nobody likes dictation. Always the opportunity should be there for the staff to have recourse to say, no, I don't agree, yes, I do agree; and to get feedback from you as a team as to what you considered in the process and why you changed your direction and why you don't agree with their position.

When we're thinking about climate we think about discipline, naturally, but climate is not only discipline. Climate is also a philosophy. What do we believe in the school about children and their behavior? What I'm finding out is that when I go into schools and talk about philosophy, people laugh at me.

That happened in one elementary school in Minnesota. When I talked about philosophy in that school, this lady got up and said, "You're crazy. You don't seem to know our staff. How can we ever have a common philosophy?"

I'm saying for the school it's not only, how can we, it's that we need to have a common philosophy about what we expect of kids; both in academic performance and in social behavior. That philosophy should be measurable, and we should know when we are reaching it. If we can go in every month, in the schools where people feel good about the environment, they will be informed. Teachers every month are getting progress reports about what is happening on the road toward the goal that they had set in the beginning, whether it's around social behavior achievement, academic achievement, or discipline, or the ecology of the school. What are those goals? What are we doing to build that image? All those things we should have identified so that we say specifically we reduced the number of fights, reduced suspensions, and have teachers making decisions, and the differences we are seeing make for a better climate. We should be able to demonstrate those. We should call them by name and we should be able to quantify them.

In a school environment, somewhere along the line the administrator, the teacher, and the student must have a common cause. It's not going to be the whole population because in every environment there are the uninvolved, as in the nation, as in the world. But if you set up this core, progressively it expands into the students, it expands into more teachers, expands into more administrators. That's the core I'm talking about when you set up a team. With core concepts established, just as when you throw a pebble into the water, it keeps spreading and spreading and spreading.

I don't want to talk about a fairy tale here and believe that, well, I'm going to get an environment and 100 percent of my staff at some point is going to say, "Yes, we've reached heaven." It's not going to happen. In every environment about five percent of your staff is always going to disagree.

The tragedy in setting climate is what happens with that five percent. Most of us are more responsive to them, and we don't focus enough on the 95 percent who are saying, "Hang in there, let's go." I'm saying that you have got to identify that five percent, and if you're a praying person then pray for them. Whatever you do for the five percent, do that for them, but you work with that 95 percent.

Of course, I don't mean you ignore the five percent because they're not bad people in essence. They raise some pertinent questions. They'll be your check point. They'll force you to think. They'll force you not to run too fast. That's all part of the climate. You must also give them visibility. You cannot erase them, but you selectively make them visible. You determine the focus of their visibility. After a while, what you find happening is that you're really not dealing with significantly different things.

These are just some specific problem areas that I think we need to focus on that I have mentioned directly or indirectly along the way. The teacher, the administrator, and the student must provide a representative interaction. It's like a little part of the total staff and this little part should really be representative of these three interlocking circles.

Teachers in the schools need to be proud to be in teaching. Ladies and gentlemen, one of the things that we have discovered over and over again is that there is no other profession where people behave as though they just happened to get in. The people who are excited about teaching are few. We need to spend time in the school environment and ask how we can make teachers feel proud about this thing they do. We continue to defer to lawyers and military people and doctors who come in to talk to our teachers. We continue to defer to them as though there is something that they know that makes them knowledgeable that our teachers don't know.

We have got to keep reinforcing to our teachers that they didn't just walk through an institution, or even if they did, that somebody gave them a piece of paper. Like every other professional group of people, that institution said this is yours because you did something. I don't care what those things are, a university says it's yours. You shouldn't allow anybody, any parent, anybody to come into that environment and make you feel that you don't know what you're about. As administrators we need to reinforce in our teachers that they need to be proud of the profession that they are in. We need to do everything we can to make them proud. There is nothing as exciting to a teacher as seeing their institution, the school they're in today, making progress toward the goals that they have established for students and for themselves. We need to help them establish goals and march towards them.

Another thing that will make teachers proud is recognizing the teachers in your schools who are doing good work. I haven't met a school yet where *nothing* good is happening. If it's one teacher, get the news out so that they can begin to feel proud about what they're delivering.

But teachers feel administrators should not talk about them negatively to others, and they have the right to feel this way in their school environment. How can I as a teacher confide in an administrator who goes around and tells somebody else precisely what I told them and talks about me to them?

Teachers need to feel secure in their environment, just as students need to feel secure, just as the administrator needs to feel secure in the district. People want to feel their privacy is protected. Consequently, teachers need to feel that administrators are not going around talking about them to others. You need to look at your school and wonder what your teachers think.

Parents boast about our schools. Now that's a toughy, especially in these times. The toughy is not with the parent, it's with us. You may say I'm beating up on educators, but if I am it's because it begins with us. The national Gallup Poll says that parents are beginning to feel better about public schools than teachers do. That is serious. Here am I holding up an institution, and the people from outside feel better about its potential for achievement than I do. We have to give some consideration to that. We need our parents to boast about our school.

Teachers need to feel they can influence decisions in the school, and principals need to learn and introduce new ideas to their staff. One of the reasons why teachers are not proud of teaching is that their administrators are not going anywhere. That administrator needs to come to them with new ideas. Administrators must read and come in every two weeks with another idea. Just sharing some information with the staff and letting the staff get proud about that keeps them on the cutting edge. They know where the new trends are going. They don't need to be practicing everything that comes up new, but they know about it. That makes them feel excited about the environment.

If something is good and you stop trying to make it better, then it begins to get bad. The same thing is true of school climate. We must keep our teachers on their toes, always trying to look at new things, but don't make them frantic. Some teachers in the environment are so much on their toes that they become frantic and you have to hold the reins in on them. They must always be feeling as if they're moving forward on the innovation ladder.

Most people are kind and helpful. People must feel that other people are kind and helpful in their environment. Recognizing birthdays and achievements will make a difference in that perception. When a teacher makes a good point, and you bring it up two weeks later and recognize that that teacher made that point, it makes a difference in the environment. People remember that and they like that.

Administrators monitor teachers in these environments, and teachers know that administrators are looking in on their production line. They're looking in on their behaviors. There are too many administrators who are intimidated about monitoring. Ladies and gentlemen, when you look at teachers and you say to them, "You have done something well," they feel excited about it. Tomorrow when they blow it and they hear you say they are blowing it, they won't feel you are saying it in a condemning way. You're saying, "Let's see how we can improve that one thing." They can hear you and they feel good about you because you're helpful to them.

New people feel a warm welcome. People should walk into that environment and feel welcome; new teachers, new students, everybody.

Expect parents to participate. Let me deal with that for a second because that's the one I'm going to spend a little time on. Expect parents to participate. I'm working on a program now called Participating Parents for Progress. It's presently being implemented in several schools in three or four states. I meet with all the principals and I say to them, "Parents are going to visit your school; they're here." In one of these districts I talked to about forty principals, and they said they were looking forward to it, but when the parents got there, the staff did not expect them, and some of the parents left very dissatisfied. I'm working in some other environments where the staff knows that the parents are coming. They expect them. When they visited the schools and came back to report on the schools they visited, they were excited. They were really excited; they said, yes, they expected us and they could identify specific ways in which this was beneficial.

Rational Application of Practical School Discipline (RAPSD). The first question is what is it? I'd like to give you a little history. Somewhere about 1974-75, Chuck Moody at the University of Michigan got a grant from the federal government for Special Student Concerns Programs. The program was called Project for the Fair Administration of Student Discipline. They introduced three concepts: *policy*, *information* and *programming*.

Policy was identified as the legal aspect that would set limits for discipline issues in schools. Since then we have found out that this must have been a prophetic perception because teachers progressively have had to deal with more and more legal issues. I think there are several reasons, the major one being that lawyers are hungry. When lawyers get hungry they find places where they can identify cases. Education is one and will continue to be one of those areas that they will seek out.

In the RAPSD program, one of the areas we deal with is legal issues that are affecting classroom practices and classroom discipline. We deal with that from the point of view of due process and procedure, due process and substantive due process. We also deal with those issues in terms of instruction. One of the things we're noticing is that there are some legal impacts on instruction. If you look back fifteen to twenty years you'll notice that teachers weren't being implicated in legal situations. It was a district and maybe the building that was cited in litigations.

Today, teachers and principals are being named by their names in law suits. I suggest to you, ladies and gentlemen, one of the strongest ways to build your climate is to let your staff feel safe, feel as if you're concerned about them as people. If they feel that legally you are in tune with where the issues are going and that you can keep them apprised, that's one way to reinforce their confidence and their security in the environment. We deal with that issue in this program at length and train the teachers how to avoid becoming entangled in legal issues.

One of the major things to establish is a team. I walked into a school not too long ago and the principal said, "Listen, I've got to tell you this. Yesterday a parent came in. The teacher had done something that you can't imagine. The teacher had been teaching for twenty years. The previous day a kid had used profanity in the teacher's room. The teacher took the kid down to the bathroom and washed out the kid's mouth with a bar of soap. The teacher had been teaching for twenty years in this contemporary world. In comes the parent and the parent says, "Did you know that teacher "X" took my child to the bathroom and washed her mouth out with a bar of soap?"

Of course the principal did *not* know about it, which is the first tragedy in an environment. When actions like those are taken, climate is reinforced and strengthened by the administrator who knows where they should be taken. However, if by happenstance you fall off the deep end one day, that administrator should know it. When they can predict you, their predisposition to supporting and helping you is extremely strong.

Instead this principal lied through her teeth to the parent. She said, "This teacher never did anything like that before." The administrator should not have been put in that position to begin with. The parent said, "I'm going to ask you to write a letter apologizing and I will sign it saying I won't take it any further." They did that and filed it. The lady had just gotten her bar degree three months before. She was hungry. She didn't take it any further. She was true to her commitment. The point I'm making is this, that we need to know the laws that are infringing on our classroom environments.

As administrators, we need to keep our staff apprised and let them feel a degree of security. We are saying that we know how to teach. We're saying that if we use these methods, then we are supposed to get this end result. Every time we define an effective way to teach we have opened ourselves to be sued. Somebody is going to come and say, "If that is the effective way to teach and as educators we agree with it then why weren't you doing it?" In this program, we spend a lot of time looking at the laws.

If you notice all the textbooks written on discipline management today, they all focus on the classroom. If people ever mentioned classroom management back in college, one of the things they told you is that when you get into your school environment and you get into your classroom, just close the door and it's yours. In reality, we're realizing that there is no such thing. You can close the door all right, but whatever happens in that room is going to walk out among the rows of chairs.

It's going to walk through the door. It's going to walk down the corridor and it's going to walk out into the community and the homes. There is no getting away from that. We have looked at discipline very differently from each little classroom being a citadel. We have to talk about discipline management on a school-wide basis. We have to come to conclusions that we agree on as to how discipline is to be managed. That's a major difference from how discipline is dealt with in these schools today.

I talked about establishing a team, a team managing discipline in all the schools where rational discipline exists. Interestingly enough, that team works like crazy. It's not fun. I see some people here with whom I've worked, and they know that they fight and they quarrel in the process. But they come out with something that they call their own. They share it with the staff.

This is the difference it makes. All the research is saying is that when the teachers own the discipline program, it does two things that are significant. It lasts longer, and if you change the principals a million times the program is still in place. The principals should not build discipline programs around themselves unless they're not serious about kids getting an education. It must be built around the staff. If they move the principal for whatever reason, whoever comes in is able to assist them in a program that's existing and that will continue to grow. If discipline gets good in your school, I don't care if you did nothing and you're the principal, don't worry you'll get the accolades. They'll still say it's yours. The joy of it is when you're gone, you have left something there that can continue in your absence. That's good administration. That's what teachers are beginning to enjoy.

The second part of it is ownership. When teachers own the discipline program, it's phenomenal to see what they'll commit to it, when they own it, when they go to the pains of building it. In this program, that's precisely what we do in training that team. They lead the staff into owning.

How is RAPSD different? Most other discipline management programs focus on the administrator instead of on the team approach. Administrators in this program become part of the team. They don't stand above the kids and the teachers. They are part of the team. In the deliberation, they guide, they don't dictate.

Schools participating in RAPSD have the opportunity to report. People who participate in this program after they have been in the program for a year or two report to the national conference each year. They describe their program and how they've developed it. It's their program. In every school, the program may have a different name. The essence is there, but ownership belongs to the school. Typically we talk about an overview for the program, just a general overview. The staff has to say that they want to do it. An administrator or a teacher doesn't hear about this program somewhere and say, "Okay I want it and I'm going to have it." They may want their staff to hear it, but when the staff hears it, the staff makes the decision. "Do we want it?" The response is significantly different when the staff says that they want it. The administrators don't have to pull as many teeth in order to get a program of that nature implemented.

We will train the staff and we'll also train local trainers. Remember, I said expertise is not something we bring in. I believe that in every school in this nation there is enough expertise to manage any discipline problem. I have not found a case that has forced me to disbelieve it. The only question is, are people seriously committed to making it happen? I don't know if that's always true, but wherever that's true, yes, it happens. I also know that by taking somebody else's program like assertive discipline and putting it on your staff and saying do this, it will not survive. Programs that teachers develop for themselves around social behavior are far more effective than those brought into their environment.

There is another thing we find that makes a significant difference in the schools I'm working with now, and I have schools along a continuum. I send a report to the staff once every month as to what the status is. I have a number of schools, and how well they do is reflected on that continuum. Those that report the status every month have far better results than those that never report at all. Then we have a number of schools in between. Those that report their results are not as good.

What I'm saying, then, is that teachers need to know what's happening in the environment because that's part of feeling a security in the climate that we talked about. In this program, every month or every six weeks, the behavior alert team reports to the staff the status of discipline in the school environment.

Not only do they gather data and look at the data, but the data gives them direction as to what they should focus on for the next two, three, or four months. It's just phenomenal. As they achieve one goal and they feel good about it, you don't just say, "Yeah!" You say, "Now our next focus is...," and the teachers get excited about refocusing.

The size of your school will affect to a strong degree how this is broken down. In some environments, we may look at it by subject areas. For example, we work with people in math. They had more suspensions and referrals than anywhere else in the school. When we heard from them as to why they thought they had so many suspensions, they said to us, "Math is not a creative area. You either know it or you don't know it. Most of the kids we have don't know it."

You know who those are: minority kids. It took us two days of hard work to convince the staff that math can be as creative as any other area. Math people may be lazy, and that's why they're not creative. The point I'm making is that after they believed, they began to see some differences in that environment.

The principal left there, and he has replicated the program at two other schools where he has been so far. They have had four principals in that school in the last seven years. Each one has moved because they've been so successful, and yet they didn't make the program. They found it there. The teachers run the program.

The other thing we have in the program is a monitoring system where peers monitor peers. Those of you acquainted with TESA (Teacher Expectations and Student Achievement) will know what the monitoring process is. The only difference in the monitoring process is that we do not ask people to give negative feedback because most people don't know how to give negative feedback anyway. If your staff can do that, that's fine.

We introduced a program called "Positive Moments," and it's designed for the kids who are most disruptive in any classroom. You would select your two most disruptive kids. I would say to you, Okay, you have those two disruptive kids. Now I want you to interact with them along sixteen behaviors. Some of them are instructional, and some of them are social behaviors. In the presence of that interaction, we have different colleagues whom you select. If I'm a math teacher, I would select a colleague from a school, whomever it might be, to observe me when I want to give feedback to the students, once every six weeks or so.

What we're finding out is that in the schools where teachers give feedback, that it addresses three things. One is, I spent fifteen seconds of positive time with my two most disruptive students. If you're in elementary school, it's fifteen seconds of positive time for hours. What we are discovering is that most disruptive students who are getting fifteen seconds of positive time in return begin to give back fifteen seconds of positive time on their own. Progressively, as that time increases, teachers are finding they have more instructional time for those same kids whereas a few months ago they spent all their time saying, "Shut up and sit down."

When I come to observe your classroom as a colleague, I write down what the other person said or did. From those sixteen behaviors that I talked about, if I'm the teacher who is observing, you tell me which of those behaviors you're going to practice today. I see you practice it with Jerry and I tell you what I perceive that you did, what I thought I saw you do, and what I thought was Jerry's response. Then you evaluate it.

What we're finding out is that many times the things that teachers think they're doing is not what the observer is perceiving as what the teacher should be doing. The way the teacher sees the student responding is not the way the observer sees the student responding. The observer does not evaluate; they tell you what they see. You take that as a teacher and process it and make the decision if you want to do anything about it. Finally, the third part of it is that the observer tells you one thing that you did well.

The next thing I want to talk about is Participating Parents for Progress. One of the things I have discovered is that the people whom we want to come to visit our schools are not coming there. It's typically the person who's less involved, who does not have the time, and who is afraid of school because they were failures in school themselves. When they do come there, it's because they're angry. I don't care what type of parent you have in your school, they're interested in their kids. There are too many educators who look down on parents who don't come and say they're not interested. If you want to know if they're interested, slap a kid in his face and send him home. Then you'll know if they're interested or not.

The point I'm making is that they are interested in their kids. The problem is they do not know the most effective way of demonstrating that interest. Some of them wait until they're angry, until you've done something to their kids that they don't like. Then they come in mad and crazy, but when they come in they don't have to apologize for anything they do because they're mad and crazy. We want to bring them into the schools in a constructive sense where they can be helpful to their kids and make a difference.

In this program we de-emphasize information, and we emphasize skills. I'm a paper pusher. I write, I read, I'm into paper. That's my life, like most of us here. What I've discovered is that I can't even keep up with the amount of information I get from the schools on my kids. I think that's bad, and I know how bad it is, because I deal with paper.

Let's look at a person who doesn't deal with paper. These are typical people who don't come into the school community. These are the people we want to come because they're typical and they're not paper people. To give more information to those people does not necessarily bring them into the schools. What they need are a few skills.

What we do in Participating Parents for Progress is we have twelve hours of training. Those twelve hours are broken down over four-month periods so they get three hours per month. We're having some really exciting results to say the least with this program. We ran this program in a school district not so far from here, and some of the things people reported were just too good to be true. We didn't envision the results that they're reporting back.

In the first session of this program, we talk about social behavior at home and at school, about discipline between the home and the school and how to lead the kids. We give parents practical skills, and they practice the skills. We deal with a battery of skills like, when their child comes home in the day, what do the parents typically ask if the parent is home? "What did you do in school today?"

The child usually says, "Nothing," but you know that's not true. If it's true you'll find out pretty fast. So if their kid says "Nothing," we teach the parent how to walk them through nothing. They walk from the first hour of the day to nothing, and they realize you're going to keep them talking through six hours of nothing. They quickly find something to tell you to get you off their backs.

What are they discovering? This has a tremendous halo effect. The school is saying, when the kid walks out of the door in every classroom, that kid should know at least one thing he can say to his parent: "I learned this today." Here's an exciting thing and this starts from grade one. The kid learns that the parent is going to ask. You ask the kid, "What did you do today?" which is the wrong question to ask by grade two. At grade two it shouldn't be, "What did you do today?" And that's one thing you want to start reminding the parents to stop asking. You see, "What you did today?" is meaningless if you didn't *learn* something from it. Beginning with grade two, the question should be, "What did you *learn* today?" Some kids will still tell you what they did. So you say, "From doing that, what did you learn?" You're forcing the child to think. Up to grade two, you ask the child, "What did you do?" After that it's, "What did you learn?" There's a significant difference.

We should set up a time when we consistently ask our kids that question everyday. By Thursday of the third week, if you have done it everyday up to that point, don't ask them. They'll either tell you, or they will say to you, "Aren't you going to ask me what I learned today?" Anytime you get them to that point, you have them hooked and they will play the game with you.

The other thing we found out is that the kids began to ask the teacher, "What did I learn today?" We ought to have the parents practice that, and if the kid says, "Well, I didn't learn anything today, we teach the parent how to walk the kid through the day. We teach them when the kid will get so frustrated that they'll find something.

Then we move on to reading. We teach them five basic, very elementary things about reading, so that they can test their children's reading. These elementary things give them confidence and skills rather than information. They're practicing on each other, and then they walk into the schools. When they get in there, they have something to talk about so that they don't feel less than the teacher.

I'm talking about the ones that don't come; not the educated ones. It's a whole different ball game for the uneducated ones. You provide skills instead of information. We provide a few skills along with some math and science. What's most exciting to me is seeing the evaluation. These parents say, I didn't know I could make up math games. I didn't know I could make up science games. In two hours, parents learn to make up math games and science games while they're cooking, and if the kids are bothering them, they get a math game and a science game and parents can come out of there excited about that type of possibility. We move them away from thinking they're unable and that they don't know, or from thinking that somebody else has information out there and they don't have it.

Remember, they don't even have to be able to read in some cases, if they're working in different languages. In Wisconsin we had one Hispanic person who turned up in one of the districts. When we gave them information in Spanish, we had a six hundred percent increase. Of course, you know what that is. That's only seven people, but moving from one to seven and keeping that seven for every session was an achievement.

What we guarantee in this program is that if you give us twenty parents, we will leave you with forty. We double it, whatever figure we see when we come. We will guarantee that we can sustain that for a year. After that year, it's up to you.

In this presentation I have attempted in a most casual way to imprint on your mind several significant issues related to the improvement of school climate. At this time I'd like to summarize these points:

1) There is no refined codified body of knowledge that will guarantee the improvement of school climate.

2) The history of discipline programs intended to change climate demonstrates that there are no real experts in this adventure.

3) Environments where schools behave as a team or a responsible family usually have healthy climates.

4) Ron Edmonds emphasized that educators have a primary responsibility to create a school environment where students learn because that is the one leg of the three-legged stool over which they have control.

5) Healthy school climates are not accidents; they occur by design for the most part.

6) A good public image is vital, but it must be based on a

substantive foundation. It has to be purposefully designed and nurtured.

7) Some anxiety must exist if the school climate is to maintain excitement for teachers and students.

8) Parent involvement, as exemplified in a program like Participating Parents for Progress, adds to the culture of a good climate.

9) Good climates should not be built around the principal or any one person because then that person's departure can be disastrous.

10) Significant role groups need to be able to predict and rely on the school environment.

11) Representative leadership and decision-making opportunities are necessary if members of the school family are to maintain a healthy feeling tone.

12) Teacher and student security from physical and psychological harm is most important.

13) The school that develops consistency in the way it deals with students, as demonstrated in the Rational Approach to Practical School Discipline (RAPSD) program, moves a long way towards creating a climate that will be healthy and rewarding for the school family.

I hope that the assessment profile that I am developing based on the principles I have described to you will help schools initiate the process of evaluation, and that it will also provide a guide for action in improving school climate.

# BLACK CHILDREN AND THE PROCESS OF DEVELOPMENT

**Dr. Jeff Howard**
**Efficacy Institute, Inc.**
**Sommerville, Massachusetts**
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**Ron Edmonds Summer Academy**
**Ann Arbor, Michigan**

I don't have to tell any of you that we have incredible problems. Our kids are dying. What is happening is more than tragic; it is disastrous. I am not going to go into the details. You know that stuff already. It is startling when you compare the performance of our kids, especially in the low end of distribution, to everybody else in the society. It is just awful. We have huge problems.

And the question we have to ask ourselves as a people, not just as educators but as a people, is what are we going to do about what is happening with our kids if the government won't help? Because traditionally we have been saying, "What are *you* going to do about our problem?"

There is a song out now that nicely captures what I think is going on in the heads of a lot of our folks. It is a kid, it might be Debarge or someone, who sounds like this. He says, "I had some problems and no one could seem to solve them." Have you thought about that? He does not say: "I had some problems and *I* could not seem to solve them. He does not say: I had some problems and no one could help *me* solve them." He says, "I had some problems and no one could *seem* to solve them." This boy is completely at the mercy of the world.

I think that captures something that is very important. The fact is, we have all the resources that we need as a people to solve our problems. I think that is true. The Civil Rights

Movement gave us that and we are the proof that the resources are available.

We have to understand that intellectual development is the key to mobilizing those resources. We as educated people have to become more intellectually developed to solve these problems, and we have to focus on the intellectual development of our children to make sure these problems are solved. We also have to face the fact, starting now, that there are very, very severe problems with the development of black children.

Development is what we conceive of as the correct framework to think about what it is we have to do. We define development as the process of building identity, building character, building analytical and operational capability and self-confidence. Self-confidence is a critical part of development because without confidence development stops, so you have to build that into the definition.

Identity: we have to start to teach these kids who they are, and we have to teach them in a positive sense because our kids are growing up thinking that they are "niggers." That is what they think they are. That is our problem and our fault. We have to give them a different identity. We have to give our kids character and teach them how to behave. Of course, that means first we have to model that in the way we behave. Our kids are not seeing character in the people who deal with them on a day-to-day basis, and so they are not developing any in too many cases.

Analytical and operational capabilities: that is what other people call thinking. I think that history, mathematics, and English are important and you really do use them in real life, but as subjects I think it is just as important to understand that they are the grist that we use to teach people analytic and operational capabilities. Once we teach them how to do that with English and math, they can then go off and do that elsewhere, so that is an important part of the development process and of self-confidence.

We think that intensive effort, competition, cooperation, risk-taking, positive expectations, and support are all fundamental components in the developmental process. Effort is the key. The quality, the nature, of effort is what determines who gets developed and who does not. There have to be positive expectations and support. No individual or political, social or economic system has the right to deny or impede development.

Furthermore, if a people is organized, you have to be one hell of a totalitarian system to stop them from developing if they really want to. I don't think we have that kind of system in this society. People can be evaluated in terms of the vigor of their own embrace of development and their support for the development of the people around them. Communities can be evaluated in terms of their ability to support the development of the people who compose them, especially their children. I think you can evaluate any community and any people in terms of what they do with and for their kids.

The health of a community can be measured by its success in developing all of its children. By that definition I don't have to tell you how healthy or unhealthy we are. We are probably the most unhealthy people in American society. If you look at the opportunities that we have, you could even say that, given the magnitude of what we have squandered, we may be among the most unhealthy people on the planet. There are a lot of people who are worse off than we are, but they have not had the opportunities or anything close to the opportunities that we as a people have had.

We think that problems with the development of children are an indication of fundamental deficiencies in the adult community. We include racism and discrimination on the one hand, what they do to us, but also the failure to mobilize the available resources on the other hand. That is what we do to ourselves. It is a very dire situation.

Six-fifty on the verbal SAT is considered to be the score that allows you access to any college or university in the country. If you get six hundred and fifty in verbal, you can apply anywhere and you are a viable candidate for admission to college. Do you know how many of our kids get six hundred and fifty in verbal in any given year on the SAT out of 70,000 who take the test? It is less than three hundred a year. That is year after year after year, out of 70,000 who take the test. That number is such a small fraction of one percent that it effectively is zero. None of our kids get six hundred and fifty in verbal on the SAT.

You could talk about the same thing in college grade point averages and you could take kids who are the same in high school and put them in a competitive college or university, white kids and black kids, and the white kids go to the top of the class and the black kids go to the bottom. It is certainly happening at the University of Michigan. You start kids out equally and our kids gravitate towards the bottom of the distribution.

As you know, after the third grade the performance gap between elementary kids gets bigger and bigger and bigger. The dropout rates are conservatively estimated in the inner cities that a lot of us come from at 50 percent. I believe that in a lot of these inner cities, the actual dropout rate is more like two-thirds.

We need to understand why it is that we are not getting the development from our kids. First of all we tell kids that a quality life is available and possible, especially given the demographic realities. Any kid who can read or write can get a five-dollar-an-hour job. That is just true. This society has not created enough kids, and as a result there are all kinds of entry level jobs, menial jobs but at least a job, that kids can hold. It is a place to start. I no longer believe the argument that the racist nature of American society is such that even if our kids get educated they don't get jobs. I don't believe that. I think that if they get educated and can contribute to the society economically, they will find jobs and probably quite good jobs.

A quality life is not just a good job. It is a capacity to contribute to your community. It is the capacity to be loved and respected by the people around you, to stand for something bigger than just yourself. All those things go into a quality life.

You can tell that to a sixth grader and a sixth grader will be sitting at rapt attention. Nobody has ever talked to them about what a quality life is. We say to kids, "Do you really want to live that way?" "Yes, we would really like to live that way." Development is the key. If you develop yourself, you can live a quality life. If you fail to develop yourself, you will almost certainly not live a quality life and kids understand that.

The question then becomes for the kid, where does development come from? That is the key for me. How do I go about getting it? We have a very simple answer to that. "Kid, development comes from effort. If you work at anything, if you focus and make a commitment, concentrate on it, if you are unambivalent about it, at anything, you can develop. You can learn algebra, physics and calculus. By the way, I can prove it to you, kid."

Talk to them about basketball. Melvin Chapman has this story that he tells about kids hanging in the air. He passes by the basketball court and sees our little brothers out there hanging in the air. They are so good, so physically adept, that when they jump, they don't fall. They just sit there like Michael Jordan for a minute.

There is a tremendous process that looks like putting forth effort, committed, focused effort everyday that results in their getting to that point. They all understand that. You start them with basketball and you make it clear to them that the same thing is true for calculus. They can get to that point.

The question becomes, why is it that some people can work hard and other people can't? What causes that? You have to understand that these kids are not lazy. It is not that they don't want to work; it is that they can't. There are obstacles that absolutely get in their way.

We say, "We have an answer to that, too, and here is the answer: Confidence controls your capacity to work. If you don't believe that you are smart enough to learn algebra, it is almost impossible for you to work at algebra. If you do believe that you are smart, you can do the work. Then you prove to yourself that you can." One kid starts out believing that he or she can do it. Because they believe that they can, they try. Because they try, they get development.

Remember, anything that you work at you can do. When they start developing, what does that do for their confidence? After a couple of years of this cycle, they don't need you anymore. It is a self-perpetuating cycle on the other end.

Kids tell us they don't believe they can do it. They say things like this: I am not sure I am smart enough. I am not good at math. I don't like this stuff or this stuff is irrelevant. I don't believe that I can do it because I don't believe that I can do it, I can't work at it. I am sitting next to someone in class who is trying a little harder. I am going to the Ann Arbor schools and the white kids or the honors group are sitting right next to me. I see them doing okay and when I see my own development is lagging very badly, what does that do to my confidence? If you ask our kids, especially kids in integrated schools, they will tell you that white kids are smarter than us. They should not give us that stuff. They know that we cannot do that stuff.

We have this idea that a basic problem with black America today is the notion of genetic intellectual inferiority. That is something that we arrived at hard. This is the part that will often make people angry at us or dare you to talk about it. I will talk about this in an all black group, an all white group, or I will talk about it with a mixed group.

America believes that black people are genetically inferior intellectually. Black people believe that black people are genetically inferior intellectually. America started believing it, and, through a process we could describe if we had more time, we have internalized that feeling. That is why our children call each other a name more than anything else. They call each other dumb and stupid. That is no accident, because America believes that we are dumb and stupid. We don't like to look at it, but we have internalized that into our culture.

That has a tremendously detrimental effect on each individual's confidence coming in. You see you are from a group that is stupid. And, interestingly, the real performance gap starts to show up in about the third grade. My sense is that that is about the time kids start to understand who they are. They start to identify with the group. Once they learn that the group is stupid, then they no longer believe that they have the capacity to learn. At that point they stop trying. By the sixth grade, it is generally a full blown phenomenon where they no longer are willing to make any effort at all towards their own intellectual development.

The basic mechanism looks as if an expectancy communication is given. "Let me tell you that it is not that you are stupid, but your mamma and your daddy were stupid and they passed that on to you." That is the magnitude of the message that we have been given. It is so painful and so hurtful that we never even discuss it but every last one of us knows about it. We read *Newsweek* magazine and we come across it and it goes straight to our hearts. Our kids come home with a C and the first thing we think is, no, it cannot be true.

That is why we are so hard on kids who don't do well in school, because it scares us. Could it be true, especially if our kids are competing with white kids? And we say, no, and push it down and repress it.

That expectancy has two major effects. It erodes our capacity to work, and you can see that in almost all of our children. And it affects the way we think about the successes or failures that we have. After we don't work, we tend not to do as well. When we don't do as well, how do you think that we explain it in our own heads why we did not do well? I am stupid or dumb, which reinforces what they have said about us all along.

After you go through that process a couple of times with a bunch of these kids who are going through the identical process, who walk to school everyday, that element, who walk home together everyday, what do you think their culture starts to look like? All of them individually feeling, "I am too dumb." What do they do? They begin to reinforce in each other the notion that we are dumb. They start to define black folks as dumb. To get an A is what kind of grade? It's a white grade. Again, all of this is no accident and it is about time that we face up to it.

Here is a problem. Most people are aware of the allegation of genetic differences between racial groups. Everybody in American society knows about that. I am here to tell you that it is not true. But the data on academic performance at first glance seem to strongly support the hypothesis. If you look at SAT scores, if you look at the grades in schools, and if you look at the dropout rates, we are always represented at a three or four to one ratio at the bottom of any competitive performance distribution. Whatever the failing grade is, if you look at the proportions of who gets what grade in a competitive system with us competing against everybody else, we are at a ratio of three or four to one at the bottom. Almost none of us are in the top group; we are three or four to one at the bottom. So the evidence seems to support the hypothesis that there is something different about us.

Most people, being the ostriches that we are, don't want to look at the data because we are afraid to know. White folks don't want to know about us and systematically do not look at the data. Princeton published the first data on SAT scores about four years ago. To my great satisfaction I found out there were black folks at the College Board in Princeton who made them publish that data. They had been sitting on it for twenty years and these brothers and sisters went on a campaign to get the data out there.

That was when the dam broke. After Princeton published the SAT data, it became legitimate to talk about performance differences. Before that everybody pushed it down. It was a conspiracy. White folks did not want to talk about it, and you folks did not want to talk about it either. If white folks decided that they wanted to talk about it, you would form an R on your lips and they would know what you would say next. They would back off and not publish the data. So nobody wanted to know.

Everybody has known for a long time that there is a real serious problem in the performance of black and Hispanic kids, whether we acknowledge it or not. So a lot of institutions have attempted fixes for a problem that they have not really analyzed since they have not looked at, much less discussed, the data. Do you see the problem we get into? We can't look at the real problem, but we know there is one, and yet we have to fix the problem that we can't identify.

So most of the fixes fail. It just reinforces the notion that there must be genetic differences between groups. You hear all kinds of comments like, "We try all kinds of things, but we just can't seem to . . . Could it be? No, it can't be that," and then they change the subject.

Do you know what a lot of black folks do after a couple of attempted fixes and fails? A lot of black folks start blocking any attempt to try to get our kids to work. They no longer believe that our kids can do the work and if you really try to get them to focus on doing well, they will just prove that and say, "If you just keep your mouth shut, people might think that you are stupid. If you open your mouth, people are going to know for sure. So don't let your kids talk or work hard in school." I think you will find that a lot of our own people block attempts to focus on this problem and get it fixed. We have found that, at any rate.

Here is what we believe philosophically. Most people are capable of brilliance. I can prove that because all of these little kids who can't do English in the fourth grade learned to speak English. They had the grammar, the syntax, had an incredible proportion of the vocabulary down by the time they were three or three and a half years old. Do you know how difficult the English language is, or Spanish, or any other human language? It is incredibly hard. Anybody who can learn to speak English by age three can learn calculus by age seventeen. People come into the world, unless they are damaged, capable of brilliance. Our kids certainly come into the world capable of brilliance. But there is a development process that determines which few are actually going to deliver.

There is a process that has to be learned and the reason those boat people do so well is that Asian cultures in general, almost all of them, have mastered the process of development and they don't even know it. If you ask them why their kids do so well they cannot tell you. They say, "Well, they work hard." That is true. They started working hard when they were that big. It is a process that begins at infancy and results in physics and calculus at the end of the school process.

The techniques of development can be learned and can be taught. The process of development can be managed. If we understand it as a process, we can manage it. Successful groups in this society, to a one, are able to manage the process of development for their kids. Unsuccessful groups tend to abdicate the responsibility for developing their kids to others. "I have this problem and why don't you all do something about it?"

Here are some elements of an efficacious approach to development. Our approach begins with accurately accessing the real situation, quantitatively when possible. We have to start telling the truth to each other about how bad it is, face up. That includes a technique we have found very useful, bell curves. Do performance distributions for the white kids in your school system or in your general metropolitan area. Then do a performance distribution for black kids on standardized tests who are competing in effect with those white kids for the future of America. What you will find is white kids look like that and the black kids are way over there. It is awful and it is graphic and people look at it and are shocked when they see how bad it is.

Start with that. Shock them; shock the hell out of them. Share information. Tell the facts to involved parties on a selective, need to know basis. We, for example, tell kids that it is bad. We don't tell them how bad because we think they are too young and too tender to have to hear. We tell them that it is very bad and they are not close and are not competing. Kids are capable of hearing that. Develop a clear focus on solvable aspects of the problem with concrete, feasible, institutionally sponsored approaches and strategies including results-oriented training for both kids and for their teachers. Find some part, for example, of that three to one ratio at the bottom. You can make a decision in your system that you are going to clear the black kids out of the lowest performance categories and you are going to do that within this year. If you start working on that and if you know what you are doing and set positive expectations and really support and love the kids, you will find that the kids are dying down there. They don't want to be there, and with any kind of support, they will get out.

Set concrete goals. Get all parties to buy into the appropriateness and the feasibility of goals. Demand a measurable impact and provisions for real consequences in the event of failure and real rewards for success.

Break the hold of peer culture by providing constructive standards that kids can relate to about personal conduct and interpersonal relationships and invoking positive attitudes towards intellectual development. As far as I am concerned, the major factor that is holding back many of our kids is the hold of a negative, fearful peer culture. Peer culture comes from the fact that adults are also afraid that they are inferior. The adults start by being afraid of inferiority. Nobody can talk about it, but it poisons the kids' culture. The kids act it out by saying it is not cool or it is not hip to be good in school.

We have to break that culture. We must not only educate our kids; we must teach them about education, about the meaning and the value of development. Give them the development, quality life model, and show them how it has affected your life because you have developed, and that is why you live the way that you do. We must demystify development. Teach kids the reason some people are "smarter" than other people is that actually they are just more developed than other people.

Once they understand that development is based on a process, each kid is in a position to make a conscious decision about his or her own development. Development is not connected with how smart you are or what your IQ is; that is a copout formula. "I am not developed because I am just not smart and therefore why should I try?" If they understand that development is based on a process just like basketball, then you are putting that kid on the line. "Do you have the courage, young man, young woman, to develop yourself and put the effort in?" They have a choice at that point. Confidence leads to effort which leads to development.

You have to surround kids, especially our kids who are in white dominated systems, with a sense of belonging, a sense that they are loved. Far too many of our kids go into situations every day where they don't feel loved by anybody in the school situation. Our kids don't feel loved by these teachers. The white folks don't know how to love, and in many cases, our kids act out. They represent performance or behavior problems in too many cases and the white folks get scared of them. They go to school every day and everybody is afraid of all of our kids. If you are afraid of a kid, you are not going to love that kid. You have to surround our kids with the sense of being loved, and they get more loved when they commit themselves to their development.

Finally, educate teachers and students with what we call the psychology of performance and development. Educate them in the process of development and make them understand it as a process. We try to think about what the process of change looks like. We emphasize the critical importance of development and understanding the real situation and telling the truth. You understand the obstacles and you study and teach the process and in a nutshell that is what we try to do.

We have done that in a ninth grade curriculum for high school people. We have done it in a sixth grade curriculum also. The high school program is taught by black professional volunteers from Detroit. We put them through what we call an efficacy seminar for four days which is an experience for them. We try to clear them of this whole inferiority thing. We have to work with the adults first. They go through a very, very intensive process. We teach them to deliver some aspect of the program to high school kids.

We started with five Detroit high schools and all the ninth graders in all five of those schools go through the program. On the basis of that program we were asked to develop the program for sixth graders. We developed a sixth grade curriculum that is being conducted in eleven schools. We are going to expand it to 15 or 16 schools. It is a year-long curriculum that is taught by sixth grade teachers.

Now we have institutionalized the program and have brought it into the school system. We are going to be working this summer on trying to take these concepts and reduce them in conceptual level so that third graders can get them. We really believe third graders can understand this. The question is, are we going to be smart enough to change the language in such a way to make that happen? We are going to get a lot of help in that from curriculum people in the Detroit Public Schools in revising that.

We don't have quantitative results yet. We have just hired a person who is going to be an evaluator to look at the results of the program quantitatively.

We do have a lot of subjective results for the program. We find that teachers, after some resistance, quickly begin to embrace the program. Building administrators embrace the program. It takes a lot of dedication to understand this material and to teach it. Our sixth grade teachers showed a great deal of dedication and commitment to the program.

We offer it, not as a panacea, but as an approach to a problem that we know is there. We hope that other people will come up with similar approaches based on the truth and based on the fact that we have to find our place in the sun through development. There are all kinds of different ways to get there and this is one.

Thank You.

# INSTRUCTIONAL LEADERSHIP

**Dr. Jerome Harris**
**Superintendent of Public Schools**
**Atlanta, Georgia**
**July 1986**
**Ron Edmonds Summer Academy**
**Ann Arbor, Michigan**

I am going to talk about instructional leadership, one of Ron Edmonds's correlates of effective schools. We think that instructional leadership should come from the principal.

The next most valuable person in the school system normally should be the assistant principal. If assistant principals do what they're supposed to do (because they all have to be caught up in so much administrative work), they really ought to be instructional leaders, too. We do believe, and that must be essential to everything that you're doing, that all of our students can learn. All of them should learn, all of them must learn, and all of them will learn. You have to take that literally because we know from experience the problem is as black people we know *too much* from experience. That is one of our gateways to learning things, but I'm trying to say that some things we shouldn't learn from experience because we know experience is a hard teacher. It violates all the principles of education because experience gives the test first and then the lesson. By the time you get around to the lesson, you've already failed the test. Some way or another, we've got to be able to learn before experience.

This is my favorite chart. This chart shows 32 regional districts in New York City from 1974 to 1984. This line here represents the national average group based on reading scores. Everything below that line is below the national average. This line here represents the city average. The city average for 1981 was the first time New York City got above the national average. These lines are from 32 districts, and it is immaterial where they are. The significant thing about this particular chart is that these districts from here down are grouped together. We have three bands, the lowest, the middle and the highest. These school districts up here are almost all white, upper income; these tend to be blue collar working class people, mostly white; and that's where you are. You're the black, Hispanic and poor people generally.

Coming back to my definition of education and maintaining the status quo, we have a good system of education in New York City. We can follow students for ten years and we find that these people below here stay below. They come up and the bottom is higher, but they're still below. People in the middle stay in the middle, and those at the top stay at the top. The only exception was District 13 which crossed the line and jumped out of this group and jumped into that group. We got from the bottom of the worst to the bottom of the white folks, but the significant thing is we passed two of their districts.

We think we did that by trying to develop our instructional approach. After 13 years no district from these top three ever came down. None of these lower districts ever went up. They just go around and play around and stay in the same place. I'm in the process now of trying to legitimize myself and District 13, because I want you to see why you should listen to me.

I tell my board I'm accountable for this. If I don't do it you find another superintendent. So you have to be willing to go. I'm ready to go. I've been there 13 years and I will be going shortly. When I go I'll be ready to go, because the system, the board people, and the people in the community don't care about the past. They can only judge my goodness by where I am, not by where I was.

Being an instructional leader requires you to be on the case 24 hours a day. You can't leave your job at 3:00 and be an instructional leader. It's twenty-four hours a day. That's the motto that everyone at District 13 gets.

I found out that I had a lot of gifted programs and we began to develop those. Those people were comparing themselves with the nongifted people, and they were always happy. You have a gifted school, then you compare yourself with nongifted people, and you're always talking about what a good job you're doing. You are comparing yourself with the wrong people. So I said, "Well, I've got to deal with them." So I took that same statement and worked it over and it simply says, "Good is not good, when better is expected."

You have to establish a culture where people can have some type of vision, where people can see where they're going and can always strive. If you look at the culture of people, these things play an important part; slogans and games and mottos can do a lot for your school because they can help your school establish its mission or its vision. People ought to know what's important in your school, and they know that by its slogans.

Again, comparing the city average in reading and District 13's average in 1980, there were four basic junior high schools. The bottom junior high school was 27 percent below grade level, and the top was 35 percent above grade level. In some districts the bottom school is 16 percent below, and the top was 47 percent above. When you get up here you see a whole different phenomenon. That's one of those districts that's at the top. Their bottom school was 60 percent above grade level. In 1983, my bottom junior high school was at 50 percent. In 1983 my bottom school was at 50 percent above grade level and my top one was at 59.2 percent above. The goal in District 13 last year was 66 percent and 86 percent. We tried to make 66 percent in 1986 and we said that publicly. "That's what we're going to do, parents. We're going to give you 66 percent of the kids reading at or above grade level in 1986. Hold me accountable for that. Put me to the cross if I don't make it." I didn't make it. I said 66 percent and we got 65.7 percent.

What we also said very clearly without being racists or anything of that nature was that we had another goal and the goal was to beat that white district, to get in front of a white dude, a predominantly white district. That was a clear goal. That's public and raised up on the flagpole so that everybody can see: "We will pass one white district." That's why I said we're at the bottom of the whites now.

I had good elementary schools kids, but when they got to the sixth grade they'd leave. Middle class parents took them out. The bright kids left. So we began to deal with junior high schools because the reading scores were unsatisfactory.

If I'm only going to have this many kids reading above grade level, we decided that only those kids would take seventh grade English. The rest of the kids don't have any business learning about alliteration when they can't read. Those kids, the other 70 percent, are going to take reading. So that meant I was going to teach reading and language arts in the seventh grade. That's a terrible decision because junior high school teachers do not know how to teach reading. The first thing I had to do was get somebody from the elementary school to head the program. That's important because if you want to teach reading in junior high school, don't get a junior high school teacher because they don't know how to teach reading. They'll teach literature, etc., but they don't know how to teach reading.

We had to use some basal readers for the first time in my district. Every child who was reading below grade level went into the basal reader in the seventh grade and stayed in there.

We tried to do some language arts, writing and some integrated approaches to language arts, but that's what they have and that's still what we have now. If you come in there reading below grade level, you go back into the basal. You're still taking reading because we wanted to tackle the problem.

As Ron Edmonds said, "There's no one who is more important than the principals in schools. These are the basic characteristics that the principals should have. They ought to take a strong initiative in identifying and articulating goals and priorities of their schools. There should be no doubt what the school stands for. If you don't know where you're going, then anywhere you arrive at will be okay." That vision that you're trying to get out should be placed out there and people should understand that particular vision. They should hold themselves and their staff personally accountable for student achievement in basic skills.

I was an assistant principal in Los Angeles. I was responsible for crowd control because if you put me out there on the playground with one thousand kids, I could run one thousand kids and that's good. That's why I was AP. That whole year as I worked in that position, I didn't have to go to any classroom. All I had to do was to keep those kids quiet, and I could do that because I believed they had to be quiet in order to learn what they were going to learn.

I didn't know anything about instruction. I didn't have to deal with instruction. That was not a part of my job. Many of us are principals based upon that. That means you have to learn instruction, and if you can't learn instruction, that means you have to find someone in your building that knows instruction and open the way and let them deal with instruction. If you can't do it, it's still not an excuse for your school not to have that strong instructional leadership. It is desirable if it comes from the principal, but it doesn't have to come from the principal, particularly if you're in a school that has two or three assistant principals.

I have principals who are good at management kinds of things and they like to deal with that. Their assistant principals don't go to lunch rooms, they deal with books. They deal only with instruction because they're saying that's their strength, but the principal is still accountable.

Ms. Johnson said, "There is not a subject that you cannot observe; high school or whatever." There is no subject that you cannot observe. How do you tell me that I can't observe a French class when you say I didn't take French? You've got to be able to observe a French class. An elementary teacher is supposed to be able to teach sixteen subjects and you as a principal can't observe that many? You're observing processes, you're not necessarily observing the content .

If you want to improve a school there are two things that you do: 1) you develop a system of lesson plans in your school, and 2) you develop a system of observation. Just do those two things and your schools will get better. Effective principals should understand their educational programs inside and out and that they are instructional leaders rather than administrative leaders. Their first priority is instruction and they must communicate that to the staff. When you go into a classroom ~~and something is being done wrong, you say,~~ "Wait. Stand right there. Let me show you how to do this," and then you're prepared to teach a class. If you haven't taught a dozen classes in the past year, then you don't qualify. You don't believe in instructional leadership if you haven't done that.

As a superintendent, I've taught my dozen classes. I walked into a school one day and asked the principal, "How many substitutes do you have here? How many people are absent?" He said, "I have eight people absent." I said, "How many substitutes did you get?" He said, "I didn't get but one." So I said, "Well you have two now. Give me a program." I was staying there to be a sub all that day. You've got to be able to teach those classes, and you ought not to mind teaching because it sends a message out to your staff. It sends all kinds of messages out.

You have to be dressed for teaching. You ought to practice at home or somewhere so that you're able to teach a class; first grade, kindergarten, wherever it's going to be. I do it quite often. I go into a school and sometimes I take the kindergarten kids. They worry you to death. One time I had about fifteen of them. They were running around and I couldn't find them. We went out to the playground and it was cold. They were going to run and one little girl came up (because they don't care who you are) and told me to hold her coat. I looked around and coats were stacked up everywhere and I'm standing there holding coats and I couldn't even find these kids, but you've got to do it.

The effective principal is highly visible in the classroom and the hallways. That's what happened to me in Los Angeles when I said I majored in crowd control. There were kids who were seniors in this high school, and they didn't know who the principal was because he never talked to them in assembly, and he was not visible in the hallways or in the classrooms. He didn't even talk to them on the PA system. So if you asked seniors who had been in the school for three years who the principal was, you got different answers. They didn't know who the principal was.

So you've got to be visible. As superintendent I spend at least 50 percent of my time in the schools. I can carry you to any part of my district and we can walk two blocks and see ten kids and nine of them will say, "How are you doing, Dr. Harris?" It's because they see me in their schools.

I call it creative attention. You can tell what happens when you're in the schools. A kid came up to me in one of the junior high schools and said, "Who are you?" I told him and he said, "Can you tell me why people act differently when you're around?" Now this kid was very interesting. Any kid who can ask that kind of a question just floors me. I said, "Wow! Where did this cat come from?" So I asked him, "Well who are you?" He told me.

I went upstairs and immediately looked up his record and he's failing everything. Every subject, he's failing everything. I looked at his reading scores and he was reading 11.0+ and his math was off the chart and he's failing everything. This was about two months before graduation. I found out why he was failing: because he doesn't come to school.

I went back out and found him again and I said, "Man, why don't you come to school?" He said he comes when he hears there's going to be a test and he passes the tests. Once he passes the test, the teacher is mad at him because this cat doesn't come to school except when there is a test and when he passes the test, she's mad at him.

So they were going to fail him and hold him over, and I said, "Hold it, lets stop a minute, stop." I took him out of this school and put him in my most gifted school because I figured the school wasn't challenging enough for him. He went on to the most gifted school, and I told him, "You've got two months and I don't know what's going to happen to you, but you go over there and do what you can do. Do you think you can make it?" He said he would give it a try. He went over there and this school was on top of an elementary school and the culture was different. The next time I saw him he had a shirt and tie on and was going to school and he was looking good and did good. He was behind but we passed him because he was going to pass anyway. He's going to pass anyway because the superintendent said he was going to pass. That's why he was going to pass. You see, I'm trying to encourage this kid who would come up and make that kind of a statement.

In fact, we have a program this summer designed to help kids with some of the recreation money they gave us. We run a program for fifth graders, and I call it "The Superintendent's Learning Exchange for the Talented Tenth of the Fifth Graders." The purpose of the program is to help them challenge the system and ask the teacher and say, "I don't think that's right because..." and to be able to go to the library and do research to back up whatever they're going to do so they'll be able to question people. We found that our very bright kids when they go away have problems when they run across questions that have multiple answers because they have been taught to find one answer. They know how to find the answer, and it's inconceivable to them that there could be a question where there could be eight answers and they're all right. We haven't taught them that. We don't know how to teach them either.

I have a computer camp with the recreation money and basketball playing money. We put computer camp together so that's recreation. If the city comes to get me, I'll say "Well, we are recreating. We can only take so many kids in that, and we had a waiting list. I was in the office one day about 5:00 p.m. and the phone rang and I said "District 13." She said, "The computer program camp starts tomorrow and I was on the waiting list and I haven't heard anything." I said, "What's your name?" She said, "Do Ho Hung." I said, "What grade are you in?" She said the fifth grade. I said, "Where are you going to school next year?" She told me she was going to one of my gifted fifth grade classes. She said, "It's tomorrow, and I don't know whether I'm going to make it or not." I checked the list and sure enough her name was on the waiting list. We weren't going to take her because the class was full on a first-come, first-served basis. I said, "Okay dear, you can go."

What I'm trying to encourage is that is the way the system works. She's able to call and ask, so let her go. The lady who was sitting there who runs the program said, "I can't take any more." I said, "You're going to take her. That's the problem of the superintendent." So she said, "Okay." It was after five o'clock by then, and the telephone rang again. I went through the same thing asking, "Who is this?" She said it was Dorothy Chong. I said, "Dorothy, what's your problem?" She went to the same school and was going to the same gifted school next year. She wanted to know why she couldn't go and I said, "Dot, you can go, too. Go over there tomorrow and tell them Dr. Harris sent you." Now it's about 5:30 and the telephone rang again. I said, "Who is this?" "I'm Joann Brown. I wanted to go to computer school." "Well, Joann how many of you are there?" She said, "There are four of us." "Would you call the other one and tell her that she can go, too?" I told her, "You call and tell her she can go."

You see, you cannot discourage people who are trying to deal with the system. That's the way you survive. I thought it was beautiful that all of these girls were in the same class and there was a network. That's a survival tactic, too.

You have to care more about the academic progress than the human relations or the informal collegial relations with your own staff members. The academic good of the kids has to come first. It comes first before your being a good guy or being friends with your staff. You have to be able to look at your staff and say, "I like you as a person, but you're a lousy teacher and you need to find somewhere else besides my school to practice." You've got to find someway to do that. That's where we fall off. Once you begin to develop a system to monitor academic progress in your schools, then you'll find that you cannot afford the luxury of keeping two or three dead weight people on that staff because they block you up.

Where are you going to put the losers, the people who can't teach? Do you put them in the first grade? Do you put them in the sixth grade? You need to get them out and you can do that in a very humane way once everybody knows that your first priority is what's good for kids.

I don't care what your system is, you probably can't really handpick your staff, but you can do some negotiating. You can do some handpicking, and you can find ways to reward your excellent teachers. Your excellent teachers are rewarded many times by simply telling them that they're excellent teachers. Teachers have a funny reward system. It doesn't necessarily include money. It doesn't always include giving them the best class because I think that sometimes you do not want your best teacher with your best class. There are ways to reward them and you have to find those ways to reward them. You've got to find ways to put pressure on incompetent teachers to leave. You go back and set that tone of high expectations and high standards for both students and staff members.

Your school should stand for something. There ought to be some type of vision, some type of mission that ought to be very clear to your staff. There are steps in getting people to internalize or self-actualize that kind of vision. The very bottom step is awareness. People have to be aware of what you are about.

People are going to tell you over and over again that they didn't know that's what you wanted. You must also help them to understand. Being aware of it doesn't necessarily mean that they're going to understand it. You've got to help them to understand it, but they have to be aware of it before they can understand it.

One of the things that you have to do with your people is that you have to look at them and place them in these categories and find those teachers who are aware and only aware and those people who really understand what you are trying to do. That's a higher level because if they understand it, there is another level that says, "I will support it." That's not all your teachers. Who will support it?

It is important for you as administrators to know this because you have to treat the one who supports it differently from the one who's just aware of it. There's one who will internalize it, meaning that they will support it, but they also accept it as their own. After they accept it as their own, there is another level, one that says that we should also encourage it. That means that I accept it, but I will also go out there and try to proselytize for you and get some other people to accept that goal. Then they become what we call a self-actualizing person. Once they get to internalizing it, then you as an administrator will have less to do. There's not much left for you to do then. But it simply requires a very different type of behavior from the normal behavior that we give this teacher who's now just aware.

I always find so much wisdom in Ron Edmonds's writings and in his work. There is a tape that I could recommend that you purchase that was put out by the Association for Supervision and Curriculum Development (ASCD). It probably costs $15.00 or something of that nature. The tape is of Ron Edmonds speaking in St. Louis on the characteristics of schools that are instructionally effective. He explains the whole rationale, the whole philosophy. This is the one that you put in your car and listen to again and again and again. It makes sense and it has a good delivery. Ron goes through all of those five items, and he also has a brilliant summary at the end that tells you why that's important. That's a tape that's worth listening to.

In the part that talks about instructional leadership he emphasizes that teachers cannot be free to teach anything they want to teach. If this were during a school year, theoretically the system exists in our school district so that I could tell you what the kids are supposed to be doing in any class, anywhere in the district. Whatever the subject is, we have to determine when it's taught. We do not tell teachers how to teach, but we tell them what and when to teach, and that's progress. The principal in my district should be able to tell by recent lesson plans and observations who's on target, who's ahead, and who's behind. We say to principals and teachers it's all right to be ahead, and it's all right to be behind as long as you know and you can explain why. There may be a logical reason why, but the principal has to know why. He has to know why this teacher is behind the rest of them.

We do that by giving criterion-referenced tests on a frequent basis and in every subject area. Once the criterion-referenced tests are given, they are marked in my office and the results are reported back by school, by grade, and by class, publicly. You get a paper with all of the classes on it and the grades on it and anybody who wants to find out which teacher is which can find out which one is which. Nobody wants to be on the bottom in America, but you've got to have that structure.

Ron Edmonds says that if the teachers are not doing that, you as the principals have an obligation to compel it. Ron has a nice way with words, but if you listen to the words they get to be very, very strong. When teachers talk about their academic freedom and their professional freedom, we say the basic thing to remember is what's good for kids comes first. All freedoms come after what's good for kids. Every course has a syllabus or course of study or purpose; if this represents the purpose of this course, then it's very easy to represent half of it. So if they have to do this in a year, they ought to have to do this in a half of a year. If they have to do that in a half of a year, they ought to have to do this in a quarter of a year. Pretty soon I can tell what they have to do in a month. We know if they haven't done this in the first two months, then they're not likely to do it in the first four months. They're not likely to have it in the first half of a year. That's what the test is going to be, about the whole thing. Ron said you've got to find a way to compel them to do that.

Being in the classroom is tremendously important and you've got to find a way. Forget about the paper work. You either have to find an aide who can do the paper work, or you can get out of the paper work if you want to. Complain to your superintendent to stop sending you so much paper work as my principals do. The paper work just kills us all. It has to be done, but you've got to say the paper work does not come first. Many of us stay in the office because it's safer in there. Go out and show those teachers a whole repertoire of what they can do in order to make this thing work better.

In the ASCD journal sometime ago there was another example that helped us with instructional leadership. It looked at teachers and said that we ought to put them in four basic categories. You should be able to look at teachers and see what their level of commitment is. Teachers range from high commitment to low commitment. Some come early and stay late. Some come on time and leave on time, and some want to come late and leave early.

We have a lot of ways of dealing with commitment, but we can recognize it. Couldn't you take all of your teachers now and place them on graphs and see those who have a high level of commitment and those who have a low level of commitment? You need to do that, because if you can do that, then you can do some other thing.

At the top we have the level of abstract thinking. It's a little more difficult, but we can consider abstract thinking and place our teachers from low to high level again. Some teachers have only one way of doing things, they only see things from one way, and they really have a low level of abstract thinking. When I was teaching I wrote a note home to a parent with good intentions. The parent called me and sounded off and came up and sounded off again. I said, "What is wrong with this parent? I wrote a nice note home." The parent had read the note from a different perspective and gave me back the note. I looked at it and I said, "Yes, I can see now why you got angry." That's a higher level, when I can see things from another person's point of view. It doesn't necessarily mean that you agree with them, but you can see things from another point of view.

If we place teachers in categories from a low level to a high level, we find that they fall into four basic groups. Some of them will have a high level of abstract thinking and a high level of commitment. That's the teacher you want. We call that teacher a professional. As an administrator with the professional teacher, the best thing for you to do is to get out of their way. Give them their rope and let them go. They will come to you sometimes, but normally when they come to you they only come for you to do active listening. They'll come into you and say, "Chief, the kids got me today. They got me. I thought I was ready for them but..." whatever it is. They don't want you to say anything. It's like that some days. He'll leave and say, "I'm going to go home, but I'll be ready for them tomorrow." Whatever it is he is able to self-correct and change it himself and he'll be at them tomorrow.

Then we have some teachers down in this other category who have a high level of commitment and a low level of abstract thinking. You have some of them. They will stay at work until five o'clock, six o'clock, or seven o'clock and still be wrong. They'll write you lesson plans and that's it. It's not because they are lazy, not because they don't want to work, not because of their level of commitment. It is because their level of abstract thinking doesn't allow them to internalize the process.

That's where they need your leadership. They need your leadership to show them that they don't have to write a lesson plan that thick in order to be a good teacher. If you don't do this (hopefully these are new people), then they're going to decide very quickly that they will stop writing lesson plans at all because nobody is going to spend all their weekend writing lesson plans. But they've got the commitment and as a principal that's the challenge for you: how do you work with that person?

Then we might have one teacher who has a high level of abstract thinking and a low level of commitment. That's the one we call an analytical observer. He knows all the answers, can teach a better lesson with no lesson plans than most of your teachers can, but as soon as you leave he does nothing. He knows what to do and can tell you what you should be doing, but he's just analytical and has no commitment. He has a second job he has to go to, so he can't come back at night, and he can't stay late in the evening, and he can't come early in the morning. He has no commitment to the kids on his job, and all you are going to get out of him is what you can force out of him. Push him to the wall and he can teach, but he lacks the commitment to do something on his own or the belief that the kids are out there.

Finally, you have this other one down here who has a low level of commitment and a low level of abstract thinking. We call him a dropout, and your goal with him is to help him drop out as quickly as possible. Your teachers fall into one of those four categories.

Just as I try to put my schools into one of those categories, you have to put teachers into one of those categories. Once you do it in a systematic fashion, then you have to treat each one very differently. There's a different strategy for working with this one and working with that one. You cannot work with your whole staff on these problems. If you curse out your whole staff because these two don't come to work on time, what about this half over here that comes early? You have to personalize your comments so that you talk to this one and that one about their problems. When you stand up in general staff meetings and you say some of you are excellent teachers, do you know that this cat thinks you're talking about him? He'll quote you later on when you pin him to the wall and he'll say, "Wait a minute, principal. You told us in the meeting the other day that I was an excellent teacher." You'll have to say, "I wasn't talking about you." You have to deal with that.

I ask my staff people to spend their time in school, too, because that's where I am. You start off your day in the school, and then come in the office at one o'clock. That got to be a habit. Everybody was out of my office in the mornings and came back in the afternoon. So we said, well, the schools must be aware of that. So we told them to reverse it. Let's go back to the schools at one o'clock. They'd say, "Hey, what are you doing here this time of day?"

We all have what we call an audit check list. An audit check list simply describes behaviorally what we're looking for and we tell teachers this. "When we come into your schools, this is what we're looking for." That's public information. This is what we're looking for. Anybody from my office is looking for the same thing. If you really want to give us what we're looking for, then do these things. It's right there in behavioral terms.

We think teachers should write in behavioral objectives what the lesson is about. We are saying that kids are entitled to know what it is that you're trying to teach them. We're not magicians. We don't have something up our sleeves. After today's class all of you should know..., whatever it is. That's what the lesson is about today. Today's lesson is in art. At the end of the day we will all know the primary colors. Whatever it is. You already have your evaluation filled out because the kids know where you're taking them. They just have to put into order what we're doing. We try to write those things in students' terms. We say students will be able to know the primary colors. This simply becomes Madeline Hunter's developmental lesson. Then we look at the planning and evaluation. The teacher has to have weekly plans, our people have to plan. We've got to plan.

The principal can go over the lesson plan and see where that teacher is with regard to the district's goals and objectives. Are the homework assignments included? Does the supervisor write in the plan book? Our teachers used to say, "Don't write on my plan book." You've got to write on the plans because what you begin to notice is that the plans begin to get yellow. They write them this year and give them back to you next year and the next year. That's why they had some plans they were not using. I taught and I saved all kinds of things as teachers do and I know that in fifteen or twenty years of teaching that I was never able to teach the same subject the same way. I couldn't even teach the first period as I taught the second period in the same class. It amazes me how a man can have one set of lesson plans in junior high school math when he teaches bright kids and slow kids. I don't understand that. He should be using different kinds of things.

We have talked about classroom management and we talked about climate, and these basically are the items that we are saying to everybody. These are important to us, this is what we want to do, and this is our audit check sheet. We want to come out to your school, principal, and this is what we're going to examine. In my district, we have what we call an audit process. One day I will wake up and decide to tell everybody on my staff to meet me tomorrow at 8:00 a.m. at P.S. 270. My whole staff, instead of going to the office, will go to 270. At 8:00 a.m. in the morning, when the teachers and principal get there, we're standing there. On that day we go through what we call in my district an audit process. We visit every classroom at least once, some of them two times. We look at every teacher's roll book, every plan book, every marking book, and we observe every teacher's lesson. Somebody goes to the office and we look at the health cards, inventory cards, supply room, and we watch the lunchroom procedure, and then about 2:00 p.m. we stop. That means you have 25 people in your school watching you that day. This is what we look for in the lesson with the teacher. This is what they're checking off.

Then we sit down with the principal and assistant principal and say, "Dear sir or ma'am, this is what we found." Every teacher, one by one. In Mrs. Jones's class the room was dirty, or whatever it is, the bulletin board is old, there's too much commercial stuff up there. A lot of stuff posted on the bulletin board has excellent information in it, but it has errors in it. We go to Mrs. Samuels who is a real professional. She did everything professionally, and we're happy with that. We go to some of the other veterans, and we ask, "Where is your documentation on this other teacher? You must be getting ready to get rid of him." We go back through the whole basic thing. "Your program cards haven't been filled out. Your emergency cards haven't been filled out. What happens if a kid falls and you don't even know how to get his parents?" We go through that on everyone. We leave there about four or five o'clock and write the principal a message and say, "These are the items that I wish you to work on."

We used to hit every school at least once or twice a year, but now I don't do that. Remember, I said I divided the school up. I don't go to the nondirected schools. In fact, sometimes I get the nondirected principal and tell him to come with me while I go to the directed schools. I make them go into the schools. I hope that peers will talk to each other. They don't like to do that because they don't like to tell on each other. We've got to be able to do that now. One of the privileges of being the nondirected schools is that I'm not coming to them. I will come if they ask me and some of the nondirected principals ask, "Will you please come to my school and give us an audit?" They ask for it now. The other schools are on the bottom. We go and we give them time to correct, and we go back, and then we go back again.

Being an effective instructional leader is a full-time job. I always start with one of Ron's quotes, and I'll end with one. "How many do you need to see?" We have the skeptics. "How many effective schools do you have to see to be persuaded of the educability of all children? If your answer is more than one, then I submit to you that you've reached the firm belief that basic pupil performance derives from family background. That's what most of us would rather believe instead of the school's response to the family background. Whether or not we will ever effectively teach the children of the poor is probably more a matter of politics than of social science and that's as it should be."

# SCHOOL IMPROVEMENT:
## One District's Efforts

**Dr. Gene Carter**
**Superintendent of Schools**
**Norfolk, Virginia**
**July 1986**
**Ron Edmonds Summer Academy**
**Ann Arbor, Michigan**

"How many effective schools will you have to see to be persuaded of the educability of all children? If your answer is more than one, then I submit that you have reasons of your own for preferring to believe that basic pupil performance derives from family background instead of the school's response to family background. Whether or not we will ever effectively teach the children of the poor is probably far more a matter of politics than of social science. That is as it should be. We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we have not so far."

This is a quote from Ron Edmonds that pretty well speaks of the dilemma that faces us; the challenge, if you will, that we as urban school educators must address. I know in my school district that's what we're about. A couple of years ago, in my school district as we routinely do each year, we had many, many essay contests. We feel very strongly that youngsters from kindergarten up should be encouraged more and more to write and to read. Particularly to write.

So in this elementary primary grade contest, the teacher had assigned a project to write about Socrates. The winning selection went something like this. "Socrates was a great philosopher. He lived in Greece. He talked a lot and they poisoned him."

Obviously, I am not going to talk a lot, but I would like to share with you some of my thoughts to give you a bit of history about my school district. We have a student enrollment of some 36,000 youngsters, kindergarten through the twelfth grade, with numerous vocational and adult programs. We have forty elementary schools, K through five. We have eight middle schools that average anywhere from 400 to 1,000 youngsters. We have five senior high schools that average 2,000 youngsters, and we have three secondary alternative schools as well as the usual array of other types of schools such as technical vocational centers, skills centers, a center for pregnant teens, and so forth and so on.

The student enrollment is 59 percent black, the balance white with about one percent other. There is not a significant other population in our school district. The reason I give you those percentages is that the black make-up of the city population is something like 26 percent. We are a city of some three hundred thousand people. We are surrounded by suburban communities. Norfolk, in essence, is a working site for an array, if you will, a circle of bedroom communities. The only other urban center close to us would be Portsmouth. Their student population would be about half of what we are. We are the third largest school district in the commonwealth of Virginia, the largest being Fairfax County.

In 1981, after having read some of the works of Ron Edmonds, the school board in concert with the superintendent of schools, my predecessor, decided to invite Ron Edmonds to Norfolk to address a series of groups of people in a public forum. Everyone became enamored, not only with Ron Edmonds as a person, but also with his philosophy, his approach, if you will, to teaching boys and girls, his approach to the mission of school districts. That in turn served as a catalyst for many follow-up activities.

I am going to speak in some depth about the steps that we took and how things have fallen into place since 1981-82. Basically, that was really the turning point for Norfolk Public Schools. At that time, I was an area superintendent. The school board charged me with coordinating the planning committee that would set into motion the development and the implementation of the model to bring about school improvement. I am more inclined to use school improvement as opposed to school effectiveness. We already think that Norfolk Public Schools are effective. Whatever progress schools make individually, or the school system makes as a collective entity, there is always room for improvement.

In 1983-84, we set into motion what we have termed the SPIRAL Program. Our intent was two-fold. First of all, we were interested in accelerating youngsters toward higher productivity. Secondly, we were equally interested and concerned about remediation. We realized that we had many youngsters who were in need of help that went beyond just the status quo, youngsters who needed help but not more of the same. As a consequence, we tried to develop a model that would zero in on those two concerns. The SPIRAL Program which is our school improvement program speaks to those two basic components. SPIRAL is an acronym that speaks to Systematic Program for Instruction, Remediation, and Acceleration of Learning.

Contrary to approaches that other school districts have taken, we did not allow our schools to opt in or opt out of participation. I know that there are pros and cons. There are many persons who speak to the disadvantages of the top-down theory. I happen not necessarily to subscribe to that notion, particularly when you know that you are not where you ought to be and you are not meeting the needs of the students who have been placed in your charge. We have forty elementary schools, and we said to the elementary principals in those schools, "You will participate." We did not say, "Here is the model and if you would like, you can participate." We said, "You will." You may agree with it or you may disagree with it, but that was the direction that we took.

We did lay the groundwork rather clearly that we were interested in bringing about results. We started with forty elementary schools. We did not do this overnight. We spent a year or more planning. We started with training sessions for the school board.

In our state, school board members are appointed. We do not have elected school boards, nor do we have collective bargaining. We don't have to deal with those funny kinds of deals. We are in it to meet the needs of the kids and not to play games. We started with the school board and we took them through an extended period of inservice. School board members visited numerous cities to see other programs that were in place. We visited New York City. We visited Milwaukee, St. Louis, and a number of other cities, realizing, of course, that their set of circumstances were different from ours. We also realized that it wasn't necessary to reinvent the wheel if there was something that we could gain from those experiences.

Once we had taken the school board through the orientation, then the superintendent and his cabinet were exposed to the inservice. The cabinet consisted of assistant superintendents, administrative assistants, those types of people at the central office level, then gradually working into the building level to include principals, assistant principals, departmental chair people, teachers, parents and so forth. That was the spiral that we followed, and we think that it paid dividends because we established a rather solid base from which we could work.

We are interested in effective schools as I have said. We have established a definition of what we think an effective school is. The definition is not so very, very sophisticated, but the definition speaks to what we see as being a minimal responsibility for all youngsters, not withstanding their socioeconomic status (SES). The goal of our program is to establish effective schools, schools in which all students master the established educational objectives required for earning the diploma.

We have in place, and have had for a number of years, promotion requirements. Promotion requirements are the standard. They are couched in rather specific terms which speak to reading levels, mathematics proficiency, writing proficiencies, to all the state requirements.

In addition to system-wide promotion standards, we have in place a standard curricular structure. We utilize a standard reading series at the elementary level. We also have a system of monitoring and a mastery test whereby, on an individual student basis, a class basis, a school basis, and a regional assistance basis from day to day we can determine the performance level of students. Within roughly a ten-hour turn around time, we can assess where youngsters are. We felt at that time that we had a system in place that would enable us to ascertain the proportions of students who were or were not performing at the appropriate levels.

One other thing that I need to point out to you that may be unique to Norfolk is this. Norfolk happens to be the largest naval base in the country. As a consequence we have a huge turnover in our student population. On an annual basis we get students from all over the world. They flow in and they flow out. We have to have a system whereby we can be even more accountable. In many instances youngsters come to us thinking that they are at a certain level, and they very well may not be. That places an additional burden on us, and we did not lose sight of that circumstance as we developed our model.

We attempted to establish several rather specific goals. One of them spoke to retention rate. We established two basic objectives. The first one was that the retention of students in grades one through six would be reduced by 20 percent annually, and two, 25 percent of those students who were retained would rejoin their classmates from the previous year. We have found that the results have been very, very positive.

The first year we were able to reduce the retention rate by 10 percent. We did not quite reach the goal, but we did reduce it by 10 percent. In 1984-85, the same rate was maintained. In 1986, we had a dramatic decrease by 21.3 percent, exceeding the goal that we had established.

The second goal was to have 25 percent of the students who had been retained rejoin their classmates. Part of the model made it possible for youngsters, after having received additional help, to rejoin their peers either at the mid-year or at the end-of-the-year point. Assuming that they had met promotion requirements, they could be moved on. In that regard, we found that in 1986 that 28.9 percent of formerly retained students rejoined their classmates, 69.9 percent were promoted to the next grade, and only 1.2 percent were retained.

All of that I attribute to a couple of factors. One of the unique features of our school improvement program was to create special classes, classes pulling youngsters out of the mainstream and placing them in a special environment. We reduced the teacher-pupil ratio. We took master teachers through special training. We increased the resources above and beyond the normal allocation of resources, and we did a number of other things. In each school we created on a grade-by-grade basis what we call SPIRAL classes, special classes where a teacher would have a maximum of sixteen students. That teacher would work with those youngsters, not exposing them to more of the same but having been trained to introduce new strategies, utilizing new resources, modality training, and all those kinds of things to address the areas in which those youngsters were deficient. As a consequence, students had more one-to-one relationships and got more attention.

We assigned master teachers, not novice teachers. A master teacher assigned to your gifted and talented has to be successful. My definition of a master teacher is one who can pull from the youngster who is in need that which he or she should learn. We identified master teachers, took them through a rigid training course, and assigned them to those classes.

The second thing that was unique is that we said to parents, "Your youngster didn't meet our promotion standards. He or she will not be socially promoted. He or she has the option of repeating the grade or being placed in one of the SPIRAL classes." We thought holy hell was going to break lose. Conversely so, the parents cooperated, and now we find it very difficult to get them out of those special classes. Those special classes have become models for the mainstream classes. I think that in part would explain some of the success that we have had with regard to reducing our retention levels.

We have roughly about 20,000 youngsters at the elementary level. Of those 20,000 or so youngsters in 1983-84, 1,559 were placed in those special SPIRAL classes. In 1984-85, the number was 1,331.

In 1983-84, 13.8 percent and in 1984-85, 13 percent of the youngsters in the classes moved out. From September to January, as a result of the training and the exposure, this number of youngsters was ready to move out and join their peers. In 1983-84, thirty-two or 80 percent of the forty schools promoted SPIRAL class students in February; in 1984-85, thirty-three or 83 percent of the forty schools did so. We think that is worth mentioning.

Just imagine what the impact could be if this kind of force were to be put into place in all classrooms. Supposedly, these are the worst kids. These are the kids of whom the teachers prior to the implementation of the program said, "What should we do with them? I have tried everything. They can't learn. Give them to somebody else. I don't want them in my class." Now these same kids are performing.

That suggests several things to me, one of which I will mention to you. Prior to this, those teachers weren't doing all that they should have been doing for these youngsters. They were not committed to it and they weren't interested in it. A sense of irony creeps in. Many of those teachers who just threw up their hands and didn't want any part of these kids were not white teachers. They were black teachers. They were black teachers who were driving Mercedes Benzes, BMWs, and Cadillacs, who lived in the suburbs and who had forgotten their roots. Many of the same teachers who had struggled as youngsters in Norfolk now did not know how to deal with youngsters who were having similar types of problems. This is where staff development creeps in.

I pass this on to you because it makes it doubly hard if you happen to be superintendent and you happen to be black on top of that. When you begin to zero in on those teachers, then you are an SOB. That is a reality.

At least 25 percent of the students who were retained eventually rejoined their classmates and in 1983-84 we had 25.8 percent, and in 1984-85 we had 27 percent which we are quite proud of. For 1985-86, we are in the process now of tabulating the results and it looks as if it is going to be higher than 27 percent.

One other feature associated with our program goes beyond just the academic performance. It is very difficult to deal with academic performance and not address student behavior. You've already heard some very, very astute, some very, very timely statements being made about the need to address youngsters based upon their differences, and the differences are there. There are differences even within racial and ethnic groups. It is not purely a black-white, hispanic-black-white dichotomy. There are differences within the black group, there are differences within the white group, and so forth.

Our model, in addition to stressing academic performance, also looked to the school climate proposition. That is to suggest, and I say this to my teachers, "I expect you to teach. The mission of Norfolk Public Schools is teaching and learning." We have a theme that goes "Believe, Achieve, Succeed. All youngsters can learn." If you don't subscribe to those premises, then you don't belong at Norfolk Public Schools. I don't say that you have to bite the bullet overnight, but I do say that you either peep or you get off the perch. I can say it in more descriptive terms, but I try to make it a little more sophisticated.

We say to teachers that we expect them to teach; but we also say to students and their parents that if the youngster is not there to learn, then school is the wrong place for him or her. We can ill afford to have youngsters in school who make it difficult or impossible for others to take advantage of their learning opportunities. Concentrate on student behavior. I realize that the situation that we have at Norfolk nowhere approximates what it might be in cities like Detroit, New York, or the like, thank God. We are still concerned about maintaining appropriate behaviors as far as students are concerned.

Also, a byproduct of our models is to look at the discipline situation. As youngsters begin to feel better about themselves, as relationships improve between students and teachers, youngsters develop the feeling that teachers are actually there to work with them and help them, and that teachers are their friends. They are not there to get them but to help them maximize their potential and to convey that same message to parents.

Then we can cultivate the kind of school climate that will make it possible for both students and teachers alike to enjoy and get some fun out of the proposition. What we have attempted to do in addition to keeping track on the academic performance side is to look at the disciplinary side. In most instances, we have been able to reduce the number of suspensions, the number of suggested expulsions, and those kinds of disciplinary actions. Again it does not begin to approximate problems in some of the other larger centers, but for us there are problems that we try to minimize. The benefits, of course, are time for teaching and learning, attendance has improved, and achievement is up. The public image of the school system is a brighter one and the revenue side is much more positive because when people feel good about your school you don't have any problems getting your budget funded. Our budget has been fully funded for the past four years with no questions.

We have increased our teachers' salaries by a minimum of 10 percent over the past four years, and for this coming school year some teachers will receive an increase of 21 percent. We are trying to bring our salaries into a competitive posture within the country. You don't do that unless people have confidence in what you are trying to accomplish, particularly if your school system is majority black and the superintendent happens to be black. You have to be doing something in order to cultivate that kind of response. This simply gives you a view of the impact of the program at the middle school level as far as discipline is concerned.

I might mention to you that two years ago we moved from junior high school organizational structure to middle school organizational structure. Our middle school includes grades six, seven, and eight, and elementary schools are now K-5; senior high schools will be 9-12.

One factor that I really think is important that is not necessarily unique to Norfolk Public Schools contradicts the thoughts that some educators had when we started to increase our promotions requirements. You'll recall some persons stating that if you increased your promotion requirements, and your requirements for the high school diploma, that would have the effect of increasing your dropout rate. As you increase one, you would increase the other. When I became superintendent, the dropout rate in Norfolk was in excess of 15 percent. This past year, it was 9 percent. Nine percent is too high; we are shooting for something like 4 or 5 percent. I think that this is associated with our program. Prior to the implementation of our school improvement program, the dropout rate was 15.8 percent, and you can see a gradual decline from the time we implemented the program right up through 1984-85. We are still computing the figures for 1985-86, but we feel it's going to be in the 9 percent category.

We have continued to increase our promotion requirements and our graduation requirements. At the same time, we have been able to reduce our dropout rate. Norfolk is an urban center with many of the problems that larger urban centers have. I think that is significant, but it does not happen accidentally. You have to work at it.

The other point that I would like to mention to you is that everybody has to feel that they are members of the team. The superintendent cannot do it alone, nor can the principal, nor can the teachers, or even the parents. You have got to have that sense of collaboration. It has to be a team approach.

In order to solidify that team approach you have to have a sense of where you are trying to go. You have to have a sense of direction, and in that vein we have tried to articulate to all concerned what our mission is. Our mission statement says Norfolk Public Schools administrators and staff believe that all students can learn. If they don't believe that, they don't let me know it. They accept the responsibility of assisting students to achieve mastery of essential skills regardless of previous academic performance, family background, socioeconomic status, race or gender. Furthermore they accept the school's purpose as that of educating all students to high levels of academic performance while fostering positive growth and social emotional behaviors and attitudes.

When I became superintendent, we adopted the theme, "Believe, Achieve, Succeed." I admonished all principals and departmental heads that every school that I visited, and every classroom that I visited, should have the theme clearly placed, so that everybody could see it.

The first year that I was superintendent I visited all of the schools at least once. In many cases, I visited the schools more than once to get into the classroom and talk to teachers and to talk to students as well as the principals. You can do that in a school district the size of mine. I realize that is not very realistic if you happen to be very, very large. I do think that the attempt made by the top administrator to get into the schools to see what is going on and to communicate with people in the trenches goes a long way. When I went into the schools the first year, there was not a school that I visited where I did not see the theme. More importantly, it became the catalyst for youngsters beginning to understand what the theme meant, that it was more than just so many words, that it had some meaning, and that they were a part of that meaning.

The second thing that we did was an extension of the belief system, and that was to communicate to everybody what the mission of the school system is. Now I can walk into a school and stop anyone at random—custodian, food services worker, bus driver, teacher, school secretary—and ask, "What is the mission of the school system?" They may not tell me teaching and learning in those exact words, but they will approximate it in reasonable terms. If at least you know what it is you are trying to accomplish, then you are one step in the direction of trying to see it become a reality.

I would submit to you that school improvement is not a proposition that only teachers and administrators have to buy into. Some of the best models for many of our young people are persons other than the teachers and principals in our schools. Everybody has to buy into the concept, and if you can work on that through inservicing, through your relationship building, things will work out to the school district's benefit.

We enlarged on our discussions to find Ron Edmond's thoughts. These are the correlates, the postulates if you will, that our program is built around. First, clear and focused school mission. You have to know where you are trying to go and have some reasonable idea as to how you are going to get there. You have to have a game plan.

Second, strong administrative leadership. We feel that the principal is the key. We do not subscribe to the notion that a principal has to be an ex-jock, that the principal has to have had certain experiences. I happen to have been an assistant basketball coach, so I can say that.

We subscribe to the notion that the principal has to be a strong administrator, and he also has to be the instructional leader. They don't have to be mutually exclusive. This is not to suggest that all principals have to know all things. You should have some notion as to what you ought to be looking for when you go in to observe teachers teach. You ought to have some notion as to where to go for support and help if you see that things are not moving along as they should be.

If you don't have those common judgments as a professional, then you don't belong there to serve as a model for those people. We place a great deal of emphasis on the administrative academy approach. We take principals through simulation exercises. We have inservice programs and so forth and so on, because the principal is the key in our mind.

Thirdly, high instructional expectations. As for school climate we say to everyone that if the building looks good, if it is bright and cheerful, if it is clean and neat, kids aren't going to deface it even if it is in the middle of a housing project area. If it stands out as something special, the kids aren't going to destroy it. If on the other hand you permit windows to remain broken, if you permit graffiti to remain on the walls, if the grass is never cut, then what do you have? Helping them to feel high expectations when they can't, and then supporting them when they do, that is what school climate means to us.

Then we talk about essential skills. That is the beginning. Every youngster ought to be able to master the essentials. Beyond that, they can either soar like an eagle or they can flounder like a turkey, but they ought to be able to do those essentials. Then you stretch them as far as they are capable of going.

We have frequent monitoring, parent and community involvement, regarding resources. As far as resources go, we say to principals, "If you need something and you don't ask for it, then the onus is on you to explain why things don't go the way they should. If you need something and it is above and beyond the regular allocation and you ask for it, you are going to get it." Because if your people don't have the resources that they need to get the job done, then we can't hold them accountable. They will always throw that up in your face, "I don't have what I need to do the job," but if they have what they need, then you can hold them accountable. You can keep their feet to the fire if they have everything that they need within reason.

Regarding system goals, the basic point I'd like to emphasize here is that we are not just concerned with having a quality program. We are concerned about a quality program that is also equitable. We have tried to combine the two. You can have both, but you should not concentrate on one or the other. We are striving for a quality program that is equitable for all youngsters regardless of their family backgrounds.

We have developed instruments that will enable our principals to conduct these assessments. They stratify all the related information pertaining to their particular school population. They use that information to develop their school plan of action in concert with their staff. The plan of action simply is a vehicle that helps them identify pertinent goals and objectives, to develop strategies to assign responsibility, and then to evaluate to what extent they are able to accomplish those goals and objectives.

One piece of information that they have found very, very helpful in developing those plans of action is the disaggregated student information. Every school on an annual basis receives a profile and the profile is a delineation of all of the pertinent information about the students in that particular building: test scores, family background, everything. So when standardized tests are given in our school district, and a school scores at the 70th or 75th percentile that is fine. We are striving for all schools to be at least at the 50th percentile or better.

The important thing to look at is not just that figure, but to look at that school's population and determine if all groupings within that school are achieving at the appropriate levels. You can have the composite score for the school be at the 70th percentile, and you can have low socioeconomic (SES) groups scoring at the 20th percentile. If that is the case, your school is not effective. You are not meeting the needs of your youngsters.

One way to address that particular concern in a very objective fashion, is to disaggregate all of your student information. We have developed the appropriate structure to disaggregate not only our student test data but all the other information that pertains to our students. It has helped us to sit down with principals, sit down with teachers, and sit down with parents and really zero in on where the problems are, and then determine what we can do to correct the problem or to turn the situation around. Not to be aware of that or to ignore it is to delude yourself.

So you have to go beyond just that composite figure and delve into what it really means. Disaggregation means looking at a population of students and those students within the total group who were identified as being achievers and nonachievers in low, middle, and high SES groups. Then you relate those figures to a percentage of youngsters who are promoted and retained and whether or not the percentages fall within plus or minus five or whatever your identifier happens to be. This is just a simplistic example of how you can break out the information to be a little more specific in terms of explaining your exact set of circumstances.

Items that are reflected in the profile include pupil facts, ethnic breakdown, class facts, and achievement tests. In the state of Virginia, we are required to give competency tests at certain grade levels. In Norfolk, we opted to administer the standardized test at every grade level so that we would have longitudinal data to track youngsters over time. We have extended that by tracking them after they leave us for two years to see if there is any additional information that can be helpful to us in trying to improve upon the delivery of services.

One of the keys to getting all of this together is staff development. Staff development is critical. Last year our staff development program was selected as one of about sixteen or so exemplary staff development programs in the country by the American Association of School Administrators. We feel very proud about that because everybody on board has worked very, very hard to make it come true.

We subscribe to these few notions. What gets emphasized gets done. If you don't emphasize something, there is an inclination not to do it. That starts with the school board and the superintendent right down. If the superintendent doesn't seem to place much emphasis on instruction, then it may or may not happen. I have found it to be helpful to me to be able to speak to instructional issues, so that when I go into a school I'm not totally willy-nilly in terms of what the instructional process is about and what ought to be happening. I suspect that's not true in all cases. I find it to be a plus for me when I can go into teacher groups and speak on their terms.

What we've tried to do is make everybody feel equally comfortable. We have done that through our staff development program. We have used Madeline Hunter. We don't look on her as a panacea, but there are some benefits to be derived from that process. What we did was to take the process and then adjust it to our set of circumstances, so in a sense I guess you might say we modified it substantially. We do have that common process so that we're all speaking the same language and moving on the same wave lengths.

We also have in place as a part of our school improvement program what we call the training of trainer's model. From there we build from a cadre right through the community. We have system-wide committees, in-building committees, and faculty and staff groupings, and community committees. So we have found that this expanded involvement resulted in community commitment. I would commend to you this model. It works for us, and I think that it has some possibility of working for others assuming you make the appropriate adjustments.

The steps for implementing school improvement are varied. We have followed something like fourteen or fifteen steps. If you are going to have a viable school improvement program, you can't short cut it. You have to give it time. You have to give it the appropriate resources, and you have to give it the appropriate commitment. If you don't have that, you are wasting your time.

These are the steps that we have taken. Starting with the selection of a planning committee and moving right through the process. It goes right through school board approval, selecting a school improvement coordinator, and a system-wide inservice training cadre. We use Michigan State as a vehicle to train our cadre people in system-wide correlate communities with the involvement of everyone. It is very, very extensive.

The bottom line is providing a service that is going to benefit boys and girls, young men and young ladies. It is not for me; it is not for the employees of the school system. It is for the students whom we serve. We begin with this particular notion in mind: if you feel good about it yourself, the likelihood is that you are going to have a better opportunity to feel better about helping others feel good about themselves. But if you don't feel good about yourself, you are going to have a rough time trying to impress upon others that they ought to feel good about themselves. We concentrate on this and we place a great deal of emphasis on it. We inservice and inservice and inservice because it has to be ongoing. You have to maintain the level of commitment. Evaluation is very critical. We evaluate our staff annually through the third year with the most extensive evaluation coming at the third year. The needs assessment we conduct every two years.

The last point I will stress is that if you are not convinced that you need to do something about the dilemma that we as urban educators are faced with, in the long run you are going to pay more and more for less and less. Even though the up-front initial cost may be greater, in the long run you are going to save money. We have found that to be the case. The higher your student retention, the greater your cost. Whether it be fiscally oriented, academic achievement oriented, student dropout oriented, teacher burnout oriented, or even oriented to the serious suicide situation that we are faced with today, I submit to you that the initial investment that is made to improve the program will save you money in the long run. At the same time, it will reduce the impact of these problems. But to do nothing is going to cause you to spend more.

We are committed to school improvement in Norfork Public Schools. We are not where we want to be and we have a long way to go, but I think we are headed in the right direction.

Thank you.

# THE ALGEBRA OF AFRICAN-AMERICAN ACHIEVEMENT

**Dr. Barbara Sizemore**
**Associate Professor**
**Department of Black Community Education**
**Research & Development**
**University of Pittsburgh**
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The list of predominantly African-American schools which have narrowed and/or closed the achievement gap between African-American and white students in public elementary schools is growing. The most important in my 1987 studies are: the Robert L. Vann Elementary School, with the longest record of high achievement;[1] Madison Elementary School, a transition school, Westwood Elementary School, Miller Elementary School and McKelvy Elementary School, all K-5 schools in the Pittsburgh Public Schools (PPS), Pittsburgh, Pennsylvania;[2] the Charles Rice Elementary School (K-6) and Maynard H. Jackson Elementary School (4-6), and the Lincoln High School, all public schools of the Dallas Independent School District (DISD), Dallas, Texas;[3] and the elementary schools of Community District Number 13, New York City.[4] However, this chapter will be devoted mainly to the research done in the Pittsburgh Public Schools (PPS).

During the 1979-1980 school year there were five predominantly African-American elementary schools in the PPS where five percent or more of the student body scored at or above the national norms in reading and mathematics on the standardized achievement tests given in April of the school year. These schools were abashing anomalies at that time.[5]

After a political struggle for control of the school board by the African-American and liberal white community, the priorities of the school system changed. First, the schools were desegregated and then the pursuit of excellence commenced. The goal was to elevate achievement in every school and especially those where large numbers of African-American and/or poor children were enrolled.

Three schools have narrowed the achievement gap between African-American and white students in reading by bringing the African-American students to or above the white norm in the system and three have done so in mathematics during the 1985-1986 school year. During the 1984-1985 school year one school accomplished this in reading and four in mathematics. In 1985-1986 the schools which accomplished a narrowing of the achievement gap in reading were Sheraden, McCleary, since closed, and Madison; in mathematics, they were Beechwood, Grandview, and Vann. In 1984-1985 the school which accomplished a narrowing of the achievement gap in reading was the Westwood; in mathematics, they were Beechwood, McCleary, McKelvy and Mifflin. All of these schools have something to teach those of us who seek to attain this goal. In April, 1987, Bon Air, Beechwood, Madison, Westwood, Phillips, and Dilworth schools closed the gap in reading while Bon Air, Westwood, Whittier, and Grandview. schools did so in mathematics. Of these schools, Bon Air and Westwood were able to close the gap in both academic subject areas, but Bon Air tested only one African-American student. See Table I.

The high achieving schools of importance to my research are those with large numbers of African-American students: Madison, McKelvy, Miller, Vann, and Crescent. See Tables II and III. Miller and Crescent are in the PPS School Improvement Project (SIP).[6] The PPS and other school systems with such high achieving schools should hire social scientists trained in ethnography to describe the routines which accomplish this objective in these schools for replication. Some of these social scientists should be African Americans.

In my study the schools which have narrowed the achievement gap have a principal who serves as the instructional leader and who has set the tone for high expectations for student achievement, accelerated growth, and high achievement in reading and mathematics. This

## TABLE I
## RANKING OF 29 OF THE 47 PITTSBUGH ELEMENTARY SCHOOLS AT OR ABOVE THE NATIONAL NORMS FOR AFRICAN-AMERICAN STUDENTS ON THE CALIFORNIA ACHIEVEMENT TESTS, APRIL 1987

| | Name of School | # Black Students Tested | % at or above NN/TQN in Reading | % Black, 9/22/86 | Gains/Losses from Previous Year in Reading/Math | % at or above NN/TQN in Math | At or above WN or BN in Reading/Math |
|---|---|---|---|---|---|---|---|
| 1 | Bon Air | 1 | 100/100 | 2.6 | + + | 100/100 | +WN +WN |
| 2 | Beechwood | 18 | 89/50 | 8.5 | + + | 74/42 | +WN +BN |
| 3 | Madison | 230 | 84/48 | 98.5 | + - | 78/47 | +WN +BN |
| 4 | Westwood | 166 | 84/43 | 56.4 | + + | 84/56 | +WN WN |
| 5 | Phillips | 6 | 83/50 | 5.6 | + + | 83/50 | +WN +BN |
| 6 | Dilworth | 92 | 82/35 | 41.5 | not open | 80/41 | WN +BN |
| 7 | Sheraden | 53 | 81/53 | 25.3 | - + | 83/38 | +BN +BN |
| 8 | Liberty | 165 | 81/45 | 46.7 | + - | 75/45 | +BN +BN |
| 9 | Greenfield | 185 | 81/35 | 60.1 | + + | 83/50 | +BN +BN |
| 10 | Mifflin | 10 | 80/30 | 11.0 | 0 0 | 80/50 | +BN +BN |
| 11 | Chartiers | 58 | 79/29 | 45.0 | + + | 76/31 | +BN +BN |
| 12 | Whittier | 39 | 77/41 | 12.3 | 0 + | 89/47 | +BN +WN |
| 13 | Grandview | 87 | 76/25 | 30.4 | + - | 85/32 | +BN +WN |
| 14 | Linden | 187 | 75/47 | 55.7 | + 0 | 76/47 | +BN +BN |
| 15 | Beltzhoover | 181 | 75/34 | 55.0 | + - | 70/30 | +BN +BN |
| 16 | Miller | 207 | 75/51 | 99.3 | + + | 78/52 | +BN +BN |
| 17 | Overbrook | 81 | 73/23 | 30.0 | + + | 61/23 | +BN |
| 18 | East Hills | 243 | 71/24 | 55.6 | + - | 57/26 | +BN |
| 19 | Crescent | 359 | 70/36 | 99.6 | + + | 61/31 | +BN |
| 20 | Homewood | 69 | 70/36 | 58.1 | + + | 67/35 | +BN +BN |
| 21 | Sunnyside | 132 | 69/37 | 52.4 | - + | 68/34 | +BN +BN |
| 22 | Schaeffer | 84 | 69/35 | 38.6 | - - | 68/38 | +BN +BN |
| 23 | Manchester | 288 | 66/31 | 68.7 | - - | 68/29 | +BN +BN |
| 24 | Minadeo | 104 | 66/25 | 37.1 | + + | 53/25 | +BN |
| 25 | McKelvy | 220 | 66/24 | 99.3 | - + | 74/40 | +BN +BN |
| 26 | Belmar | 306 | 65/24 | 98.8 | + + | 67/26 | +BN |
| 27 | Spring Garden | 57 | 63/21 | 27.4 | + - | 70/26 | +BN |
| 28 | Vann | 250 | 61/27 | 98.8 | - - | 76/35 | +BN |
| 29 | Northview | 222 | 61/27 | 64.4 | + + | 68/30 | +BN |

NN = national norms TQN = top quarter nationally
WN = white norm (PPS: reading = 82%; math = 84%) BN = black norm (PPS: reading = 66%; math = 65%)

## TABLE II
### RANKING OF PITTSBURGH PUBLIC ELEMENTARY SCHOOLS WITH 75% OR MORE BLACK ENROLLMENT ON CALIFORNIA ACHIEVEMENT TESTS, APRIL 1986

| | Name of School | % Black 9/23/85 | % at or above NN in Reading/ Gains or Losses | | % at or above NN in Math/ Gains or Losses | |
|---|---|---|---|---|---|---|
| 1 | Madison | 99.0 | 81** | + | 79 | + |
| 2 | Vann | 99.5 | 73 | + | 84** | + |
| 3 | Miller | 99.6 | 72 | + | 73 | + |
| 4 | McKelvy | 99.6 | 69 | 0 | 71 | - |
| 5 | Crescent | 99.8 | 68 | + | 60 | + |
| 6 | Weil | 100.0 | 64 | + | 71 | + |
| 7 | Belmar | 99.0 | 63 | + | 64 | 0 |
| 8 | Lemington | 99.6 | 59 | - | 62 | 0 |
| 9 | Lincoln | 97.1 | 59 | + | 59 | 0 |
| 10 | Northview | 78.0 | 47 | - | 53 | - |

White norm in reading = 81%; in mathematics = 83%.
Black norm in reading = 64%; in mathematics = 65%.
** Means school reached or exceeded the white norm.
+ Means school gained from previous year.
- Means school lost from previous year.
0 Means school remained the same.

## TABLE III
### RANKING OF PITTSBURGH PUBLIC ELEMENTARY SCHOOLS WITH 75% OR MORE BLACK ENROLLMENT ON CALIFORNIA ACHIEVEMENT TESTS, APRIL 1985

| | Name of School | % Black, 9/24/84 | % at or above NN in Reading/ Gains or Losses | | % at or above NN in Math/ Gains or Losses | | % at or above NN in Reading/ Math, 4/84 |
|---|---|---|---|---|---|---|---|
| 1 | Madison | 98.5 | 77 | - | 77 | - | 80/84 |
| 2 | McKelvy | 100.0 | 69 | + | 83* | + | 60/82 |
| 3 | Vann | 99.7 | 65 | - | 70 | - | 75/84 |
| 4 | Belmar | 99.8 | 61 | + | 64 | - | 59/66 |
| 5 | Lemington | 99.6 | 61 | + | 62 | - | 60/69 |
| 6 | Northview | 99.2 | 56 | + | 66 | + | 51/62 |
| 7 | Miller | 100.0 | 59 | + | 59 | - | 57/66 |
| 8 | Lincoln | 98.3 | 53 | - | 59 | - | 61/67 |
| 9 | Crescent | 100.0 | 50 | - | 46 | - | 59/66 |
| 10 | Weil | 99.8 | 49 | 0 | 61 | - | 49/64 |

White norm in reading = 79%; in mathematics = 81%.
Black norm in reading = 60%; in mathematics = 63%.
* Means school reached or exceeded the white norm.
+ Means school gained from previous year.
- Means school lost from previous year.
0 Means school remained the same.

principal develops consensus among the school actors (teachers, parents, and students) around high achievement as the highest priority of the school. Then the principal establishes processes for handling student discipline and parental involvement. Next, the principal and teachers through methods of arriving at consensus set up a monitoring system which informs them about their progress in achieving their goals (high achievement in reading and mathematics).

The PPS has also developed two programs for effective monitoring. One is the Pittsburgh Research-based Instructional Supervisory Model (PRISM) and the other is the Monitoring Achievement Pittsburgh Plan (MAP).[7] There are in fact three school improvement programs in Pittsburgh: (1) the superintendent's program for all the schools: PRISM, MAP, Schenley High School Teachers' Center, and Brookline Elementary Teachers' Center; (2) SIP for targeted schools; and (3) individual school plans such as Madison, McKelvy, Vann, Westwood, and those mentioned in the first paragraph.

## Individual School Plans and the School Improvement Project

In the SIP the first act in beginning the process for narrowing the achievement gap is to create a school profile. See Table II. It is assumed that all data will be disaggregated by grade and subject. Routines from SIP must be instituted in schools where achievement is low and where school conditions exist similar to those at the Miller School during the 1979-80 school year when Miller was one of the lowest achieving schools in the district. Several routines have been selected to elevate achievement in the PPS. They include the following assessment routines:

> Set goals for school actors and develop consensus around these priorities;
>
> Construct the profile described in Table IV as baseline data;
>
> Use all indicators for student placement in reading and math groups;

### TABLE IV
### DATA NECESSARY FOR CREATING A SCHOOL PROFILE IN THE PITTSBURGH PUBLIC SCHOOLS

1. Number of students, percent black, white and other, percent by sex, and number receiving free or reduced lunch
2. Number of teachers, percent black, white and other, percent by sex
3. CAT test scores disaggregated by race and skills
4. MAP scores for reading and mathematics disaggregated by race
5. Levels in reading in previous June, disaggregate by race
6. Teachers' final grade given the previous June, disaggregated by race
7. Number of students failing and percentage of students retained in grade, disaggregated by race and sex
8. Number of students in Scholars' Programs, disaggregated by race and sex
9. Number of students in Special Education, disaggregated by race, sex and type of program
10. Number of referrals to such programs for the previous school year, disaggregated by race
11. Student attendance for previous year, disaggregated by race
12. Number of and percentage of suspensions, disaagregated by race and sex
13. Number of average students, disaggregated by race and sex
14. Number of student transfers in and out for previous year, disaggregated by race
15. Number of teacher transfers in and out for the previous year, disaggregated by race, sex and seniority
16. Teacher seniority in system and building

Form classes from assessment (student profile);

Acquire help from reading specialists or other ancillary services for placement verification when questions persist around the assessment.

## Placement Routines

The placement routines require the following activities:

No grouping in the *Open Court* textbook;

Not more than two groups in Harcourt, Brace and Jovanovich textbooks;

Reading ability as demonstrated by test scores and oral reading determines group;

Differential scheduling to create flexibility through methods such as cross grouping: a student who needs a skill mastery group not existent in his/her own class can go to another for that skill instruction. Borrowing time from other subjects will occur when more time is needed for skill mastery. Time can be added through means available to instructors (team teaching, large group activities, tutoring, etc);

Class record sheets (see Table V) or reading records should be used to test and retest. The criterion score means mastery;

Standards should be set using 90 percent as the minimal criterion level of competency expected. Number of tests should be specified. Harcourt, Brace and Jovanovich tests are not sufficient since there are only four periodic tests and one cumulative test. Within content areas and across grade levels criteria should be determined for use as judgments of grades in oral expression and class participation so that everyone knows that a grade in oral expression in one school is judged on the same criteria as that given in another. Grading must be standardized across the curriculum.

## TABLE V
## INFORMATION USED BY SCHOOL IMPROVEMENT PROGRAM PARTICIPANTS IN THE PLANNING MEETING

I. Pacing sheets were used to identify and make decisions about groups that were:
  - too slow
  - too fast
  - on target.

II. The testing schedule was correlated with the pacing sheets.

III. Class record sheets were correlated with the testing schedule and were used to identify and make decisions about students who:
  - met criterion scores (nontargeted students)
  - did not meet criterion scores (targeted students)
  - exhibited patterns of nonmastery.

Class record sheets were also used to:
  - identify areas for reteaching
  - establish the time line for retesting
  - keep records.

IV. Compilation sheets were correlated with placement and test mastery. They were used to identify and make decisions about:
  - targeted students with poor grades
  - targeted students with passing grades
  - nontargeted students with poor grades
  - nontargeted students with passing grades.

V. MAP data were used to:
  - check cross-tabulation for building configuration
  - check for appropriate administration of test by levels
  - check for number of objectives taught and mastered, taught but not mastered, and mastered but not taught
  - look for patterns
  - identify upwardly mobile students
  - identify targeted students.

VI. PRISM observations and PRISM conferences were also used in the planning meetings.

## Pacing Routines

These routines are essential for keeping on track and making sure that the students are moving fast enough to make up for any large test score deficiencies. These routines include the following:

> Principals must have written agendas including goals, class record sheets, and standardized criteria for each skill mastery objective;
>
> When the assessment occurs for each student, the principal and teacher must determine to what degree the student has mastered each sequential skill needed to accelerate achievement in reading and/or mathematics. If a student is at 3.0 in reading and in the 4th grade, for example, the teacher expects that student to grow two years in one so that he/she will be at 5.0 when he/she completes 4th grade;
>
> Principals and teachers must use class record sheets and cross-correlational data from compilation sheets for each class to identify students targeted as falling behind in pacing;
>
> Teachers must identify fundamental skill teaching needed for goal achievement and determine the time needed on a daily and weekly basis;
>
> Differential scheduling and ancillary services must be used to match these needs;
>
> Teacher-made tests must be used to determine reteaching needs.

## Monitoring Routines

These routines are necessary for making sure that the activities designated as important to goal achievement are actually taking place. These require principals to:

Review long term agendas once a month and meet with teachers who have pacing problems once a month or as often as necessary to accelerate pacing;

Visit classes formally according to PRISM schedules and informally daily and expect 90 percent student mastery of all skills taught which are observed;

Trust teacher judgment once teachers have been trained to implement the instructional routines and they are committed to goal achievement;

Check teacher made tests to determine their compatibility with the curriculum's skill mastery schedule as well as the criteria used by the CAT, MAP, and unit tests in texts;

Use PRISM conferences and weekly grade level meetings to report monitoring results to teachers;

Require lesson plans and review them weekly;

Review report cards and confer with students in trouble and with their parents;

Cross-correlate MAP scores with teachers' grades, CAT scores, and curriculum to determine any discrepancies, incompatibilities or omissions;

Hold grade level meetings to discuss the flow of data in the building.

### Measurement Routines

These routines are necessary in order to know whether or not the goal has been achieved. Teachers must have some means of measuring the skills they have taught in order to know whether or not the students have learned what the teacher has indeed taught. These routines require teachers to:

Know students' profiles at any given time including CAT scores and identified strengths and weaknesses from tests given once a year; MAP skill mastery progress identifying which skills have been taught and learned and which have not been taught from tests given periodically such as every nine weeks; and results from periodic teacher-made tests and from unit tests given in texts;

Keep lesson plans and know their learning modalities;

Know student learning styles and needs;

Know whether or not a discipline routine works: how the teacher reduces the time spent on discipline so that instructional time is increased for example, or how improvement in student conduct is measured;

Sample periodically in order to check for testing accuracy.

## Discipline Routines

Discipline routines must be established and implemented to deal with behavior problems, to ensure proper school conduct, and to guarantee a positive school climate conducive to learning if high achievement is expected. All school actors play an important part in the operationalization of these routines. They demand that:

Principals have well-established and published discipline routines known to teachers, parents, and students;

Principals have well-known consequences for student misconduct which are fairly and justly administered;

Parents and students are involved in problem-solving approaches to discipline so that motivation is internal instead of external;

Teachers enforce the routines and teach the problem-solving method;

Students and parents must be informed of all rules, regulations, and provisions of the discipline routines during the first week of school and any changes from the previous school year should be publicized;

Conferences must be held with parents of students who are persistent and chronic violators;

Critical thinking models must be used with all violators;

Ancillary services must be sought to help these students and parents, and ancillary services should follow an assessment routine;

Provisions in school must be made for persistent violators so that school work can be continuous and not disrupted, i.e., in-house suspensions and detention;

Principals must intercede when one actor constantly disrupts the class.

## Instructional Routines

The main object of instruction should be to present subject matter effectively according to Jerome Bruner[8] with due regard to structure not coverage. Structure for him meant the underlying principles and concepts which defined a discipline when their basic relationship was understood. He used the following example to explain his position:

> ...Algebra is a way of arranging knowns and unknowns in equations so that the unknowns are made knowable. The three fundamentals involved in working with these equations are computation, distribution and association. Once a student grasps the ideas embodied by these three fundamentals, he is in a position to recognize wherein new equations to be solved are not new at all, but variants on a familiar theme. Whether the student knows the formal names of these operations is less important for transfer than whether he is able to use them.[9]

The algebra of academic achievement is the use of structure, concepts, and principles (achievement knowns) to discover the unknowns about accelerating growth.

Secondly, Bruner cautions us to remember that any subject can be taught to any child in some honest form if it is taught structurally and tied to the experiences which the learner brings to the situation. He says:

> ...If one respects the ways of thought of the growing child, if one is courteous enough to translate material into his logical forms and challenging enough to tempt him to advance, then it is possible to introduce him at an early age to the ideas and styles that in later life make an educated man. We might ask, as a criterion for any subject taught in primary school, whether, when fully developed it is worth an adult's knowing and whether having known it as a child makes a person a better adult.[10]

Bruner's point here is that the culture of the child does count. The teacher is expected to know what the child's cultural experiences are and to incorporate them in teaching.

Janice Hale-Benson discusses the importance of this idea in her work. She says that there are actually three components important to a curriculum for African-American children: (1) political/cultural factors (ideology); (2) pedagogical relevance (method); and (3) academic rigor (content).[11] She says such a curriculum must have as its foundation an accurate historical and political analysis of the situation of African-American people in America and the world. Secondly, the teaching methods must show an understanding of the bidialectical needs, relational learning styles, and socialization duality of African-American children as reflected by their history and condition. Lastly, she argues for academic excellence in addition to cultural integration. She notes that African-American children must learn academic rigor in order to achieve excellence.

Lastly, Bruner argues persuasively that intellectual activity anywhere is the same whether in the scientist's laboratory or the primary classroom; therefore, the training of intuition or the ability to generate intellectual hunches or best guesses about the answers to problems must be taught so that school children can master this gift.[12] All of these ideas should be incorporated into the instructional routines for high achieving schools. Instructional routines include:

Implementing a model which provides for effective instruction, lesson design, supervisory skills for instructional growth, and adult learning theory for effective inservice;

Spending 90 percent of class time on task;

Operationalizing a multi-team disciplinary component to assure longitudinal intervention and required modification for at-risk students;

Instituting a program for the maintenance and development of positive self-images and self-esteem;

Making provisions for reinforcement routines for keeping students on the mark;

Using knowledge of the learners' culture and experiential learning baggage;

Understanding the discipline, its concepts and principles, and knowing how to relate these to the learners' culture and experience;

Understanding the history of African Americans.

## Staff Development Routines

Because school actors do not know all of the "knowns" in the equation of high academic achievement for African-American children, staff development routines are an imperative. These have the following requirements:

Superintendents must seek staff development for principals and principals must seek staff development for teachers who have skill needs in the teaching of reading, mathematics, discipline, or subject proficiency;

Supervisors of principals and principals must provide staff development weekly according to whatever model is selected for this purpose when and where needed;

Teacher and principal competencies must be utilized in staff development;

Teacher and principal visitation must be provided so that those who do not have skills can learn from those who do;

Principals must use grade and subject level meetings for staff development in skill mastery techniques, lesson planning, subject competency, effective schools research and any other areas designated as important by school actors;

Principals and teachers must hold workshops for parents to inform and instruct them about school procedures, routines, and practices.

## Evaluation Routines

There has been much discussion around the role of teachers in decision making and evaluation. In fact, some scholars argue that the moderately authoritarian principal so common in effective schools literature is a dinosaur in the face of teacher competency and leadership.[13] Whether African-American schools have special needs requires more study. However, it is clear that teachers must have cause-belief statements about the disparities between African-American student achievement and white student achievement which blame the victim for his/her predicament and absolve the school, teacher, and principal.[14] Schools which are low achieving are so because of what the school actors do in them; therefore, a change in routines is required if there is to be a change in outcome. One of these changes is the evaluation of school actors' performances on the job. The changes are the following:

Superintendents must make provisions for the assessment and observation of principals. Principal directors (those who know how to narrow the achievement gap) should be assigned to the superintendent for this purpose;

Conferences must be held once a month with principals requiring assistance to review their execution of the above routines;

Student achievement must be one factor in the evaluation of teachers and principals;

Written records must be kept of these conferences;

The goals in the principal's long-term agenda must be designed to implement board policies and system priorities;

Principal promotion must be determined by the person's ability to execute these routines and to achieve the school system's goals of high achievement in reading and mathematics and narrowing the achievement gap between African-American and white students;

Principals must have a model for the evaluation of teachers;

Conferences must be held once a month with teachers who need assistance to review their execution of routines and their compliance with routine requirements;

Written observations must be kept according to the model's requirements;

Criteria for evaluation must be well-known and should derive from school routines, goals, and priorities;

Teacher promotion and evaluation must be determined by the person's ability to execute the required routines and to achieve the school system's goals of high achievement and narrowing the gap.

## Decision-making Routines

The literature about who should be involved in school decision making is abundant. Recently, in Milwaukee, Wisconsin, there was a proposal for the creation of an inner city district much like the call for community control in Ocean Hill-Brownsville in 1968.[15] This plan's proponents cited four objectives:

A dramatic increase in students' academic achievement;

A substantial reduction in the drop-out rate;

Increased parent and community involvement in the schools;

Increased excellence through increased parental choice.

Proponents asked the Wisconsin legislature to enact legislation that would create a pilot district composed of one high school, one middle school, and nine elementary schools which serve a student population which is over 90 percent African American. Critics accused advocates of supporting segregation (although the schools are presently segregated) and asserted that their demand was illegal. Advocates responded as follows:

> Defenders of the status quo have argued that current reforms taking place within the larger school district can eventually produce the results being demanded by reformers. . . . No proposals for incremental reform have, to date, produced the commitment necessary to educate poor and minority children. . . . Could opposition have something to do with the transfer of 50 million dollars in state aid which would be allocated for the independent district? Or is the problem simply the unimaginable possibility that poor black parents, with the support of dedicated educators and adequate resources, could manage their own educational affairs?[16]

The attempt at African-American self-determination in public schools serving African-American students has a long, mostly unsuccessful history. Even where African Americans have dominated, decision-making efforts have been obstructed by a division among the African Americans themselves.[17]

Efforts to gain more power in decision making by teachers has also been thwarted until recently.[18] Given teacher cause-belief statements about African-American achievement and the disappearance of minority teachers in the ranks, it remains to be seen whether or not this is a good idea for African-American children.

Decision-making routines identified as present in high achieving African-American schools are as follows:

> Principals must seek and acquire data and knowledge which provide a basis for a sound choice of effective instructional routines;
>
> Principals must share this knowledge with school actors;
>
> Principals must have routines for receiving and sharing input and feedback from teachers, parents, and students about school problems, issues, goals, and directions;
>
> Principals must discuss their decisions with teachers, parents, and students and attempt to develop consensus before enforcement and execution;
>
> Highly controversial decisions must be open to negotiation;
>
> Principals must have routines for grievances and unsolicited feedback;
>
> Principals must be flexible, receptive, open, and rational;
>
> Principals must be responsible for making decisions but should be open to criticism.

## Implementing Effective School Routines

The key variable in implementing these routines in low achieving schools is the principal whose cause-belief statements attribute the gap between African-American and white achievement to school routines and societal factors. This kind of reasoning leaves change in the school and society open for analysis and consideration. Several documents are available for school actors interested in embracing these efforts.

*A Blueprint for Action II, 1987* developed by The National Conference on Educating Black Children (NCEBC)[19] provides action items and implementation activities for students, teachers, administrators, parents, community, and policymakers. This plan emerged from a broad representative cross section of African-American organizations which met to discuss and respond to these five major groups which impact on the education of African-American children. NCEBC urged communities, their citizens, and their organizations to act on *The Blueprint* and to report the status of their activity to the National Conference which convened at Hunt Valley, Maryland, in 1986, 1987, and 1988.

Another report available to such communities is *Saving the African-American Child*[20] which was developed by a National Task Force appointed by the president of the National Alliance of Black School Educators (NABSE), Donald H. Smith, in 1984. This report makes the goals for academic and cultural excellence clear and does not try to separate education from its cultural imperatives. The following excerpt explains this focus:

> All of this leads us to state as clearly as we possibly can that quality and excellence in education for African Americans includes: excellence in the "basic skills," as well as in liberal, vocational, economic, political and spiritual education. But it includes, in addition, excellence in ridding our people of all vestiges of miseducation. This means that we must know ourselves and our condition. This means that the reclamation and restoration of our history and recognition and respect for our rich culture are priorities that are equal in importance to all other priorities.[21]

Both of these documents stress the importance of integrating African-American life and history into the regular curriculum instead of appending it as is presently done in so many places. Since most teachers teach from the textbook instead of the curriculum guide, what is not in the textbook often does not get taught. Therefore, regardless if there is included in the text and/or teachers' guide an abundance of supplementary materials on African-American life and history, teachers tend not to use it.

For example, a textbook, *Latin America*,[22] used in the sixth grade in the PPS was divided into seven parts, a prologue and epilogue and five chapters. There was no index listing for the Olmec culture in Central America nor any mention of the Nubian explorations which scientists now say took place between 700-800 B.C., accounting for the large African heads excavated there.[23] It does admit that Balboa had Africans with him on his great expedition[24] and the authors do state that Africans helped explore Latin America,[25] but there are no names given. On the issue of slavery the authors omit its horrors and soften this African holocaust. Another omission was the participation of the Catholic Church in slavery. Many church leaders were slave holders.

Many distortions appear in this text also. The authors state that some of the soldiers sent to restore French rule to Haiti in 1802 were killed on the battlefield, but many others were wiped out by yellow fever.[26] Actually, more soldiers died on the battlefield than perished from the fever. The authors say that most of the people of Trinidad are blacks and mulattoes while more than a third are of East Indian descent.[27] In fact, forty percent of the people are of African descent and forty percent are East Indian.

Respondents who have visited Cuba disagree with the authors' anti-Communist version of its history.[28] Another example of the way the anti-Communist bias of the authors affects their presentation of the facts is the omission of any account of the efforts of Cheddi Jagan who was the main leader in the struggle for the independence of Guyana but who was a Communist. The authors depict Forbes Burnham as the one who led the struggle. Some historians say that he was brought to power by a plot hatched by the Central Intelligence Agency and the British who wanted to oust Jagan.[29]

The racism of the authors, although it may be inadvertent, is shown in several pictures used throughout the text. Balboa's followers are depicted with fo [illegible] natives rowing them down a jungle river on a wooden raft. [illegible] the tropic heat (often over 100 degrees) the Spanish stand and sit in full armor while the natives are dressed appropriately in diapers (to be in full dress is civilized).[30] "You know how these folks are!" To show the many different people who live in Latin America the pictures of whites come first and the pictures of Africans last.[31]

Another example of the omission of African-American history and culture from the regular curriculum can be shown by reporting an observation of a sixth grade science lesson on space exploration in Canton, Ohio, in a predominantly African-American elementary school classified as improving in achievement. While the lesson was good according to Bruner's cognitive requisites and the teacher was dynamic and demanding of his students, there were no pictures of African-American astronauts in the textbook or in the classroom nor was any mention of them made. If African-American history and culture are to be taught, new textbooks must be written that are attentive to the facts as they exist, not as we see them through our capitalist glass, whitely. It may be that the presentation of the true facts of American history may do much to eliminate racism and its recurrent inequities; for then all children, not just African Americans, will learn about African-American contributions and their struggle for human rights.

The other key factor is the principals' belief in the students' ability to learn and their high expectations for student performance. This factor leads toward the implementation of routines for mediation, reinforcement, and reteaching, and the provision of time for these efforts.[32] The work of the principals of the Charles Rice Elementary School, Maynard Jackson School (4-6), and the Lincoln High School, all in the Dallas Independent School District in Dallas, Texas, is a testimonial to this observation from effective schools research.[33] These principals have the knack for accelerating growth so that students make great spurts in skill mastery once the initial blocking obstacle is removed.

The third most important factor is monitoring student progress. Principals must periodically request data on the progress of students toward their skill mastery goals at something like three or six week intervals. Where students are not keeping pace, interventions need to be considered. Principal-teacher conferences are often held to make these decisions. Additionally, new material needs to be introduced faster in many of these cases. Research shows that there is a great deal of review in second, seventh and eighth grade mathematics textbooks, for example, and makes a strong argument for the introduction of algebra much earlier than now executed.[34] To achieve acceleration in growth calls for a change in the flow of new material into the mathematics curriculum and a change in the sequence for the presentation of mathematics.

But a knowledge of the cultural experiences of the learner impacts strongly on the ability of the teacher to mediate content when the learner is having difficulty. At the University of Pittsburgh where I teach, some majors in Black Studies have had trouble understanding integers. One student could not master the concept until he understood that negative numbers share the same concept as "behind the eight ball" or "in the hole." The assigned tutor first asked the student whether he understood what owing money meant and told him that he could understand negative numbers if he did. Once an understanding was established, the tutor loaned five dollars to the student, who had no money, and asked him how much money he had. First, the student said, "Five dollars." When the tutor reminded him that that was her five dollars, the student was a bit miffed until he asked, "Can I spend this?" She said that he could. "But I have to pay it back?" The tutor said, "Yes." Then the student said, "So if I spend this, then I am five dollars in the hole, and I now have to find five dollars to pay you back before I get back to having nothing." She said, "You've got it."

Students in kindergarten can learn much more in mathematics if certain concepts are introduced earlier such as adding and infinity. Counting is adding by ones but most teachers do not explain that to their students. Rarely do you find kindergarten teachers who teach the meaning of one. Counting can be taught to African-American children from large families as a family of ones. Imagine a family named Brown with seven children, all with different first names but the same last name; so is the family of numbers, all named ones. One is one one; two are two ones, three are three ones and so on. Every number then is either a multiple of one or a part of one except for zero. This prepares kindergartners for understanding one, adding, and infinity.

In introducing division, teachers often confound African-American students conceptually because they either do not understand the process themselves or do not know how to teach it. When the teacher says 5 "goes into" 25 in a short division problem, she is using an addition concept. The student is taught also that 5 goes into 25 because 5 times 5 is

25. Multiplication is also an addition process. But division is successive subtraction![35]

Lastly, there needs to be more analysis of the language characteristics of bidialectical and bilingual speakers. The argument over the teaching of phonics should be discussed in light of the learner's needs and styles and grounded in empirical hypotheses derived from this knowledge. What does the learner need to know relative to his own language and that of the language to be learned (standard English)?[36] Spanish speaking students come to the standard English lesson with a limited short vowel repertoire. Black English speaking students come with an expanded repertoire. How will the absence or presence of phonics help here? This is the relative question for me, not whether or not standard English should be taught. Teachers in high achieving predominantly African-American elementary schools find that reading textbook series which stress phonics are highly useful.[37] Additionally, bidialectical and bilingual students are always translating and time is required for this process. They are doubly handicapped by this need when taking timed tests, so practice with timed exercises should be plentiful.

Lastly, to be sure, testing is not the aim of education, but tests have become the new lynching tool for the aspirations of African Americans. Many African-American educators have spent large portions of their professional lives protesting the cultural biases of tests and protesting their nearly universal use to no avail.[38] Today it seems that the way to eliminate tests is to help minority populations to pass them. Then they will no longer fulfill their purpose. Effective high achieving African-American elementary schools are now doing this. Those of us who believe that tests are inimical to the purposes of education should now devote our time to teaching those who want to know how to help African-American students to pass achievement tests. Perhaps in a decade SATs, CATs, MATs, ITBs, and all the other "T" tests will be extinct as we now know them. Tests can then become the diagnostic tools they were meant to be instead of the mechanism for separating winners and losers.

## Notes

1. Barbara A. Sizemore, Carlos A. Brossard, and Birney Harrigan, *An Abashing Anomaly: Three High Achieving Predominantly Black Elementary Schools*, NIE, Grant # G-80-0006, January, 1983. See also, Barbara A. Sizemore, "Pitfalls and Promises of Effective Schools Research," *The Journal of Negro Education*, 54 (1985), 269-288, and "The Effective African- American Elementary School," in *Schooling in Social Context: Qualitative Studies* , eds. George W. Noblit and William T. Pink, Norwood, NJ: Ablex Publishing Corporation, 1987, 175-202. For information about these schools write to Assistant Superintendent Louise Brennen, Pittsburgh Public Schools, 341 S. Bellefield Street, Pittsburgh, PA 55213.

2. Barbara A. Sizemore, "The Madison School: A Turnaround Case," *The Journal of Negro Education*, 57 (Summer, 1988), 243-266.

3. Karel Holloway, "No Pattern Revealed in Ranking of Schools," *The Dallas Morning News*, October 24, 1987, p. A-1.

4. Information on these schools can be obtained from Jerome Harris, former Superintendent of Community School District No. 13, New York City, NY. He is now Superintendent of Schools, Atlanta Public Schools, Atlanta, GA.

5. Sizemore, Brossard and Harrigan, *op. cit.* The principal of the Beltzhoover Elementary School in 1980 was Louis A. Venson, director of the SIP in 1988. The principal of the Vann Elementary School from 1968-1988 was Doris Brevard. The principal of the Madison Elementary School in 1980 was Janet Bell who was the principal of the Westwood Elementary School in 1988. The principal of the Madison Elementary School from 1981-1988 was Vivian Williams.

6. SIP was designed to develop and test school improvement strategies in seven low achieving schools. The long range goal was to disseminate effective school improvement strategies developed in this project to schools in the district. The time line for the project was three to five years.

7. PRISM is a staff development effort designed to improve the instructional leadership of administrators, the effectiveness of teachers, and the learning of students. PRISM is an adaptation of Dr. Madeline Hunter's Effective Teaching Model. This includes the four elements of effective instruction, the lesson design for effective instruction, supervisory skills for instructional growth, and adult learning theory for effective inservice. PRISM was initiated during the 1981-1982 school year in Pittsburgh.

MAP is a pre-post instructional testing system designed to increase student achievement in basic skills. The core of the MAP project is the diagnostic testing program. In the MAP plan all teachers of the subject areas involved teach the same basic objectives at each level. A standardized criterion-referenced testing program helps teachers to determine the progress of their students in learning these objectives.

8. Jerome Bruner, *The Process of Education*. Cambridge, MA.: Harvard University Press, 1960.

9. *Ibid.*, pp. 7-8.

10. *Ibid.*, p. 52.

11. Janice Hale-Benson, *Black Children: Their Roots, Culture and Learning Styles*. Provo, UT: Brigham Young University Press, 1982, pp. 152-158.

12. Bruner, *op.cit.*, p. 14.

13. *A Nation Prepared: Teachers for the 21st Century, The Report of the Task Force on Teaching as a Profession.* Hyattsville, MD: The Carnegie Forum on Education and the Economy, May, 1986. See also Deborah L. Gold, "Pennsylvania District Will Test Shared Governance," *Education Week*, Vol. VII, No. 37, June 8, 1988, p. 7.

14. Barbara A. Sizemore, "Promising Practices: Effective Education for Underachieving African Americans," in *Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy and Practice.* Los Angeles, California: Center for the Study of Evaluation, UCLA, Greenwood Press, Inc., in press.

15. Michael C. Smith, "The Creation of an Inner City District for Inner City Students: A Commentary," *Metropolitan Education*, No. 5, Fall, 1987. Milwaukee, WI: University of Wisconsin, Wisconsin School of Education, pp. 1-6.

16. *Ibid.*, p. 5. The state legislature did not approve the district proposal.

17. Barbara A. Sizemore, *The Ruptured Diamond: The Politics of the Decentralization of the District of Columbia Public Schools.* Washington, D.C.: University Press of America, Inc., 1981.

18. See *A Nation Prepared*, pp. 61-62. See also Linda Darling-Hammond, "Teacher Professionalization versus Democratic Control," *The Education Digest*, Vol. LIII, No.1, September, 1987, pp. 15-18.

19. *A Blueprint for Action II, 1987,* developed by the National Conference on Educating Black Children, Faustine Jones-Wilson, co-chairperson, Howard

University, Washington, D.C. 20059, and Owen Knox (retired), Los Angeles Unified School District, Los Angeles, CA. This conference was organized under the leadership of U.S. Congressman Augustus F. Hawkins from California.

20. Asa Hilliard and Barbara A. Sizemore, *Saving The African-American Child.* Washington, D.C.: A Report of the National Task Force, National Alliance of Black School Educators, 1984.

21. *Ibid.*, p. 14.

22. Edmund Lindop with Ernest W. Tiegs and Fay Adams, *Latin America.* Lexington, MA: Ginn & Co. (Xerox Corp.), 1983. The author is indebted to Richard Blackett, Professor of History, Indiana University, Bloomington, IN, for the observations on this text. Information in this section was liberally taken from Barbara A. Sizemore, "Curriculum and Effective Schools," in *Education and the American Dream* (edited by Harvey Holtz, Irwin Marcus, James Dougherty, Judith Michaels and Rick Peduzzi). Grandy, Massachusetts: Bergin and Garvey Publishers, 1989, Chapter 8, pp. 88-95.

23. Ivan Van Sertima, *They Came Before Columbus.* New York: Random House, 1976.

24. Lindop *et al., op. cit.*, p. 27.

25. *Ibid.*, p. 44.

26. *Ibid.*, p. 183.

27. *Ibid.*, p. 186.

28. *Ibid.*, pp. 171-179.

29. Talks with Richard Blackett and Charshee McIntyre.

30. Lindop *et al., op. cit.*, p. 28.

31. *Ibid.*, p. 80.

32. See Sizemore, "The Madison School," *op.cit.*

33. For more information regarding these schools contact Nell Lewis, Dallas Independent School District, Dallas, TX.

34. Zalman Usiskin, "Why Elementary Algebra Can, Should and Must Be an Eighth Grade Course for Average Students," *Mathematics Teacher*,

September, 1987, pp. 428-437. See also James R. Flanders, "How much of the Content in Mathematics Textbooks is New?" in *Arithmetic Teacher*, September, 1987, pp. 18-23.

35. Barbara Sizemore, " Curriculum, Race and Effective Schools, " *op. cit*., pp. 93-95.

36. Geneva Smitherman, *Talkin' and Testifyin'*. Boston: Houghton Mifflin Co., 1977. Smitherman proposes that Black English be taught in school and respected as any other legitimate language. See also Hale-Benson, *op. cit.*

37. Sizemore, "The Madison School," *op. cit.*

38. Barbara A. Sizemore, *The Superintendent's 120 Day Report.* Washington, D.C.: District of Columbia Public Schools, March, 1974.

# INCREASING BLACK PARTICIPATION IN MATHEMATICS AND SCIENCE

**Dr. Claude Maybury**
**Chief Executive Officer**
***Science Weekly***
**August 4, 1988**
**Ron Edmonds Summer Academy**
**Ann Arbor, Michigan**

The class of 2000 goes into first grade this year. We have been talking about the Twenty-First Century for a long time and now it's here. Those of you who are involved in elementary school have the class of 2000 in school already. I would like to talk about some of the mathemathics and science that need to be in that delivery process as we look towards the Twenty-First Century.

Normally when I speak about mathematics, especially at workshops when blacks are involved, not too many show up at that workshop. In my four years in business and putting on exhibits, as blacks walk through exhibits I notice that they sort of look up and see science, and it's like when you're walking down the street and make eye contact with people and they drop their eyes down, particularly if they have low self-esteem or self-assurance. They walk by my booth seeing science, and they drop their eyes and keep walking.

If you teach in elementary school, you are the critical people. If you are in the high school, you can polish and finish what the elementary school sends to you. From 1983 up to the present all of the major reforms in this country have focused on the high school. Even though you are in the secondary schools, you should know something about what should be going on in elementary schools.

First, what are the four developmental stages of Piaget for child development?

The second question is: List four or five of the most critical factors that must be addressed if we expect the class of 2000 to graduate from high school prepared with appropriate skills? What are the four or five most critical factors? That question I just wrote a few minutes ago because the previous speaker asked you what is nonoptional for us as educators in the school system. When he talked about subject matter knowledge there were only five people who raised their hand who thought that was nonoptional. Everyone's hand should have been up because in mathematics and science if you do not learn it in elementary school, it is too late in high school. Teachers who know no mathematics and no science cannot teach mathematics and science.

The third question is: What is the difference between remediation and compensatory rectification? We all know what remediation is, but what is the difference between remediation and compensatory rectification?

The last question is: What is the most frequent response given by students when asked this question: Why is it important to stay in school and get a good education? What is the most frequent response? Now bear with me as I try to set a framework of what we're going to talk about this morning.

Within your urban community, there is a growing subculture that is incompatible with self-respect, self-confidence, respect for others, and independence. It is a subculture that is compatible with isolation, fear, irrational thinking and behavior, defiance, and self-destruction. It is a subculture that obscures the truth, obscures reality, obscures the humanization process in general.

Studies indicate that race and socioeconomic differences in mathematics and science achievement are evident by the age of nine and clearly are in place by the age of thirteen. This pattern continues to increase throughout the high school years. This is demonstrated by test scores that indicate that by age nine black and minority students, meaning Hispanics, score substantially lower than white students on standardized tests or achievement tests in both mathematics and science. When you examine the back-to-basics program, the only distinguishing factor that separates the class of 2000 from those in the class of 1960 is computer literacy. Problem solving and critical reflective thinking are talked about at almost every educational conference, but little more than lip service is being paid to their implementation in our elementary schools in this country.

For example, the National Council of Teachers of Mathematics has advocated for more than a decade that discrete mathematics for the elementary school is the most important thing for the class of 2000. Yet very few elementary schools reflect that in their curriculum. Very few people who have that responsibility can define what discrete mathematics is. I'll just mention that discrete mathematics includes probability, estimation, applications, extrapolation, inductive and deductive reasoning.

When school personnel implement programs without examining the negative effects that they are having on minority achievement, they may actually impede our efforts to increase the pool of blacks and minority students entering high school prepared to meet the new high school reform graduation requirements. I would strongly agree that computer competence is essential for high school curriculums, but I question whether it is an essential skill for elementary school students. I think that computer literacy in any terms other than an enrichment to the existing curriculum or an instructional tool to train teachers is a pedagogical error and disregards how students develop. School district personnel continue to spend tens of thousands of dollars on computers and computer literacy programs for students at the expense of teachers who themselves need training in mathematics, in science, and in computer literacy. The student who is being taught by such teachers is at risk of being denied the opportunity to prepare for a successful high school experience. Appropriate staff development should be a priority over any intervention programs.

Black students have long experienced more than their share of experimentation and program intervention. Urban schools have become the experimental laboratories for those whose personal lives depend upon research and publishing. It is not uncommon to see several experimental programs and studies going on simultaneously in any urban school district. This is being done without the necessary data to show how programs interface with each other or what negative effect they might have on a mobile student body. In fact, most programs are implemented and evaluated independently of each other.

How often do we see and hear school districts that have not provided textbooks for all their students or that deny students and teachers access to adequate supplementary materials and laboratory equipment. Yet many of these same school districts continue to spend tens of thousands of dollars on computers and program interventions and the like. School districts heavily populated with minority students should place a moratorium on any program intervention that diverts funds from their development.

At the time I dropped out of high school, I didn't have very much difficulty getting a job because if you could speak well and write well, you could pretty much find some kind of career ladder, whether it was in the factory or not, and pull yourself up.

Language development is one of the most critical areas the students in the class of 2000 should have access to because that is the language that they are going to be speaking in, that is the language that they are going to have to develop in, and if a student doesn't have complete mastery of the language that they are going to be operating in, then that student is at risk.

For the class of 2000 a poor teacher in elementary school is a teacher who doesn't know anything about structural mathematics, a teacher who doesn't know anything about discrete mathematics. If a teacher doesn't know and understand something about probability, something about the application of mathematics, doesn't know anything about extrapolation, doesn't know anything about deductive and inductive reasoning processes, then we have in the classroom a poor delivery process. You cannot teach mathematics, you cannot teach science, if you don't have the subject matter background. Computers in the classroom are not going to create that facility.

We're using books that say one thing and do something else. Most of my research is in developmental mathematics in elementary school. It took me a long time to understand why students were getting A's and B's in school, A's and B's on their report card, and then took these national tests and state tests, and bombed out on them. Now, how can a student get an A and a B average for four, five and six months, and then take a test on the same material and bomb out on it? It took me several years to realize that we had been "duked."

Fifteen or twenty or thirty years ago, when we started this Sputnik age, they came out with a set of mathematics books and Marie Dolciani was one of the largest selling authors at that time. It was something that grew out of the University of Illinois. Dolciani's series of mathematics and science was based upon one's ability to read and required a very high verbal competence. If you couldn't read, you couldn't achieve in Dolciani's series.

We were trying to catch up with Russia at the time, so someone said we have to move fast and we don't have time to wait on those who can't read. So what did it do? Maybe ten years later blacks in this country began to say we wanted to have some input into what's going on in our schools. If our students are not achieving, and if they're not reading these books, you publishers don't know what you're doing. We want you to give us some books that are what we used to call relevant. It wasn't relevant because we couldn't use it. So what did the publishers do? Those publishers are out there to make money. You had a third grade classroom, using a third grade math book or social studies book or language arts book and the students couldn't use it because they couldn't read well in the book. Urban districts began to tell the publishers the books weren't relevant.

It was about that time I started teaching at Purdue. They didn't have any black professors at Purdue at that time in mathematics, and I remember there was a petition going around in the classroom. It was my first semester teaching there and they were taking it to the dean. I was teaching calculus and they were saying my calculus wasn't logical. They had a few black students there also, joining the petition saying it wasn't relevant. I want to know what is relevant in calculus to the black movement other than knowing some calculus?

That was what was going on in the public school system. The publishers said, "We have to make money. We can't keep taking this third grade book and selling this series if the students are not performing well in it, so we have to rewrite these books." And what did we do? For fifteen years we had textbooks in our classrooms that had three written on the book, but which were written at the one-and-a-half grade level, two at the highest. If it had a five written on it, it was written at the third grade level, fourth at the highest.

So it became obvious to me when I was reviewing these text books, that students performed very well at the second grade level, but they were given standardized tests at the third grade level. How are they going to be able to perform well on standardized tests? And then we say the students can't take tests. Students weren't being taught third grade material; they were being taught second grade material and being tested on third and fourth grade material. It is still happening in our schools. Access; poor books, not because they are not written well; poor books because we're using text books for the wrong grade level.

Critical thinking, that's the thing today, reflective thinking, critical thinking. Every time I turn around, I get something in the mail about critical thinking. When I get into a school, I hear them talk about critical thinking. We're at the point where we think that we can teach critical thinking. We can't teach critical thinking. That's a developmental process.

One of the most important things about critical thinking is attitude, an attitude of being disposed in an intellectual, thoughtful manner toward solving problems based on your experience. If you don't have that attitude toward what's going on around you that's relevant, then you're never going to be able to think critically. Once you have the attitude, you've got to have knowledge. If you don't have knowledge, no critical thinking can take place. Critical thinking about what, if you don't know anything?

Home environment and access are very important. We know how important home environment is. Now I bet that all of your children do well in school regardless of what school they're in. If you can't afford to put them in private school, they're doing pretty well in public school. Why? Because you supplement that process. Access is one of the most critical factors to the class of 2000. If they do not have access to math and science in elementary school, they will not be prepared when they graduate from high school, if they do graduate.

Good teachers know the subject matter that they're teaching. It's easy to staff develop someone who knows something. Because what are you doing? You're polishing up something. Give me a teacher who has no knowledge at all about the subject matter, and I can't staff develop that. We spend a lot of money staff developing people who are not trained in the areas where they're teaching.

Next factor, early achievement. I talked about that yesterday, conditioning. I asked you to list Piaget's developmental stages. Why did I do that? Early achievement is important. Americans have always been arrogant intellectually. That's why we're always behind and catching up. We always catch up because we're intelligent, but we've always been arrogant. We're the ones who set the lead in technology in the world, but we are the only nation that's not bilingual. We don't believe in teaching any other language because English is superior, and if you can't speak English then you don't speak to us.

Only in one other country do they grow those kind of people and that is in Switzerland. I remember the first International Mathematics Conference, I think it was 1971. When I spoke over there, Piaget was there. I became a scholar of Piaget because of his arrogance. Long before I understood what he was writing, it was his arrogance that was impressive to me. He was over there lecturing to mathematicians in French. I spoke English and didn't speak that too well.

Early achievement has four developmental stages: the preoperational stage, the operational stage, the concrete stage, the formal stage of their development. All of these stages come into play by the time the child is nine years old. Now, fortunately the brain is developed well enough to compensate for all of the damage that we do to it and that's only because we didn't make it. We ignore how students develop.

Fortunately there's such a thing as a late bloomer. I was a late bloomer. The brain is developed enough or complicated enough or complex enough that even if you missed something, if the right people get ahold of you, you can pull that person along enough for him to be able to make it in society. But there are risks when you do that. Our society is filled with people whose development was ignored while they were in elementary school.

Early development. I don't care what school district it is, I challenge you to invite me to your school district and let me have free roam of your elementary school. I will point out to you which are the two most skipped chapters in this nation.

Whether it's black or white schools, the two most skipped chapters in arithmetic are the chapters on geometry. The two most critical chapters in the developmental process of kids, which create an intellectual environment for their brain to interact with deductive and inductive thinking, are skipped throughout most of their elementary school years. Not because teachers don't think they are important chapters, but because teachers are intimidated and fearful in trying to teach those chapters. And so what do they say when you ask them about what's going on in chapter four? They say, "We're going to get around to that." They don't get around to it.

If a student misses three or four years in the first five or six years of elementary school because of that kind of skipping, it is too late for that student because the developmental process for child development is irreversible. You can't turn it around like we turn interventional programs around that don't work so we try something else. If you ignore that developmental process and get that student through the first four years with that kind of ignorance, it is too late. We have crippled that student, and I'm talking about the class of 2000. We have crippled that student for the Twenty-First Century.

I know we think it's never too late. Much of the literature we read says it's never too late. Let me tell you something; it's too late when a student reaches the seventh and eighth grade and is functioning at the third or fourth grade level in math and science. It is too late for that student to function in the kind of jobs that they'll need for the Twenty-First Century. Not because the brain can't be trained after the seventh grade, but because of our system and the attitudes of both the teachers who are in the delivery process and the student. We are not going to send that seventh grade student back to the third grade, because again, we're ignoring the developmental process.

Mathematics and science are not like learning to read. You can go most of your life and not learn how to read and someone will sit you down one day and teach you how to read. If you've missed five, six, seven years of developmental mathematics, I'll tell you something, the only way you're going to be able to get that foundation is to go back where you left off and start all over again. We're not going to get students who are teenagers to go back to elementary school.

So what do we do? We get involved with remediation.

But it makes no sense to me to have remediation in first and second grade. What are we remediating in the first and second grade? We spend hundreds of thousands of dollars for remediation material for the first and second grade. It doesn't even make much sense to me in the third grade.

So what is the difference between remediation and compensatory rectification? If a student is not achieving as they ought to achieve in the first and second grade, change your delivery process. Don't change the kind of materials you're giving the student. What the student needs to know in terms of developing in mathematics and science doesn't change. That's an irreversible process. I don't care what kind of remediation process you use or material, you cannot reverse that process in terms of the development. Change your delivery process. Compensatory rectification; change what you're doing, not what you're using. Enough mathematics materials are written already. If the teachers understood what they were doing in teaching mathematics and science, students would learn it. I told you I dropped out of high school. Many of us dropped out in the community where I came up, Gary, Indiana, outside of Chicago. Seven or eight years later I went back to school. I hit the street for a while, went into the service for a while, came back out, and decided to go back to school. I used to wonder why I was able to go back to school and then move on to get a Ph.D. in mathematics when so many of them seemed to be doing much better in the street than I was doing. It took me a long time to trace it out. I haven't figured it all out yet. When I do, I'll write a book about it because there are a lot like me out there in the street today.

One of the things I can credit it to is the teacher I had when I was in elementary school in the second grade. When I moved to the third grade, this teacher moved to the third grade. When I moved to the fourth, fifth, and sixth grades, this teacher moved to the fourth, fifth and sixth grades. I didn't understand it, but we were in a K-8 school. I remember during the summer coming back to the seventh grade that we thought we weren't going to have Old Lady Union anymore because we were in the seventh grade now. When I got back to school in September, who was teaching mathematics in the seventh grade but Old Lady Union!

I didn't discover what had happened in my life until about fifteen years ago, and I wrote to her. She had retired and I found her in a little town in Indiana in a senior citizens' home. I looked her up when I went home to let her know what kind of impact she had had on my life because for the first time I understood what had happened.

When I was going to school in her classes, when you got to be in fifth grade you could play intramural sports. So in the second, third, and fourth grade I wasn't playing sports after school, but I didn't turn any homework in. They didn't have telephones then. No one could call up and tell my parents that I didn't turn my homework in. Not only that, my parents had only gone to the third grade. They didn't know much about what was going on in school, and so all I had to do was go to school.

So everyday, or seventy-five percent of the days, when I was in elementary school from first, to second, third, and fourth grades, I had to stay after school to do my homework. I was the only black in the school in that particular class. Our family was the only black one in that school. I thought she was picking on me because I was black. We didn't call it black then; it was colored. But every evening she kept me after school doing my homework. It got to be a pattern where I wouldn't do the homework because I knew I had to do it the next day after school.

Then in the fifth grade, I went out for the basketball team. I made the basketball team, and they started practicing after school. So in the fifth grade I started doing my homework and didn't have to stay after school anymore. I noticed that she was very tuned in to math and science, but not very much into language arts. When I decided to go back to college, the first paper I handed in was covered with red ink. It looked as if the person who graded my paper had written the paper. I didn't know much about speaking, didn't know much about writing, but I could count.

Attitude. If we can't deal with a student's attitude, then we can't teach them. It's not surprising to me when a teacher stumbles over arithmetic, that he's not going to develop much of an attitude in that student about studying arithmetic. The fun in arithmetic comes from what we have always dodged, which is problem solving. The beauty in arithmetic is being able to solve problems, not in learning facts. If students spend all their elementary school days learning facts, they're not going to learn any mathematics because they never get to any mathematics and they are going to be bored.

There is an interesting thing about the way the textbooks are written. If you buy a series of mathematics textbooks for your school district, look at the first, second, third, fourth, fifth, and sixth grade; they all start out the same way. So here's a student in the first grade who is studying numeration. You'll learn numeration when you learn how to count, add and subtract. Then in second grade you do a little bit more addition and multiplication and in third grade you begin to get into some division facts. When you learn numeration, you have learned it. Every year the student starts out in September on numeration. We beat them to death on numeration facts and never get to discrete mathematics.

Now, we use the word mathematics, but very little mathematics is being taught in our elementary schools, very little. If you have any impact on elementary schools, those are the kinds of things that need to be incorporated. That's why staff development is more important than a computer in the classroom. I know some people don't agree with it, but it's a fact.

Peers and high expectations are also critical factors. Parents need to be more concerned about who their children are spending time with. Some may call that being selective, but we ought to be a little more selective. I'm not saying that they can't play with element B, but let's get a little of element A. If element A is a higher achiever in school, you ought to want your child to be involved with element A some of the time. They can be around them all, but A is going to prepare them.

Peers should have some influence. Teachers and school systems should deal with that also. When we begin to put all students in groups, we should not put all students who are performing poorly in the same group because that perpetuates what the group stands for in the first place, low and slow achievers. How can you have a student who can't read help another student who can't read when the teacher's over here with another group of students who can't read? Put someone in the group who knows how to read.

There are all kinds of terms we have been using since I was a teenager and all through my adulthood. We used to talk about slow achievers and low achievers and disadvantaged. I think the term now is "at-risk students." Whatever term you place on it doesn't make any difference. At the first sign, when you notice a black student who is not achieving, check out those four or five critical factors, and I'll make you a bet that they are not being satisfied. It's not a hard job to know why students aren't achieving. We don't need all of those evaluation programs to figure out why blacks are not learning. They're not learning because they're not being taught. They're not being taught because people are not trained to teach them. I'll reiterate it again: computers are not going to do it. IBM is making a lot of money and Apple is making a lot of money, but students are not learning. We need to change that. Put your money in human development, not in hardware and software development. Put your money in human development. Use hardware and software to facilitate that human development process, not the other way around.

An interesting phenomenon is taking place in this country. I remember in the sixties when they were talking about putting more black teachers in the classrooms, having blacks on the school boards, having black superintendents, having black principals, and then something was going to change. I remember when that process of beginning to try to get some little brown faces in the textbooks first started.

That's all nice and that's all part of the delivery process, and sensitivity is very important, but now we have all of that. We have black school boards running the school system, or they are supposed to be. Black superintendents are running schools, or they are supposed to be. Black principals are running the schools, or they are supposed to be. Black teachers in the schools teaching, or they are supposed to be, but black kids are not learning.

Let me tell you what's going on in this country. Districts where you have predominantly blacks and Hispanics, blacks and Hispanics are not learning when you compare them to the achievement rate of whites. Where blacks are in control now, they control the delivery process. Where Hispanics are predominant and control the system, you'll find that Hispanics are outscoring and outperforming blacks in this country.

Let me read you some statistics to show you that. ETS did a study. They didn't call them the class of 1983, '84, and '85, but I found out that the students they were looking at were around 21, 22, 23 and 24, so we're talking about the class of 1983, '84 and '85. Let me show you what's happening. They gave them the National Assessment of Educational Progress test. These were young adults in the country and something like about 75,000 students were in this. Let me give you just three sample categories. You don't have to write this down. When the paper is published, if you want a copy of it, let NABSE know and I'll make sure you get a copy of it because it's in the paper.

One of the questions asked of these students was, "Can you locate two items of information in a sports article?" They had a sports article and they wanted them to locate, identify, or isolate two items of information. Eighty percent of the whites responded okay on that. Sixty percent of the Hispanics were able to perform okay on those kinds of items. Forty percent of blacks were able to perform on those items.

Another category, "Can you follow directions from one location to another using some form of a map?" It's not only blacks who are having problems. School systems are doing a thing on all of us. Sixty-five percent of the whites responded successfully on that type of an item, thirty-five percent Hispanics, and only twenty percent of blacks.

Why is that important? Because you're talking about extrapolation, about not being able to see but being able to assume that if these things are happening over here, you can assume that they must be happening over there. "If... then..." You can't do it if you haven't had it in your developmental process.

Another item, "Can you enter and calculate a checkbook balance?" They didn't say reconcile the balance of your checkbook. If you add a deposit or subtract a deposit and come out with a bottom line figure, eighty percent of the whites can do it, sixty percent of Hispanics, and only forty percent of blacks.

In areas where Hispanics control their educational system, they are performing higher than blacks in this country than where blacks are controlling the system. The interesting thing about it is that Hispanics and blacks are performing at the same level in areas where blacks are in control or where whites are in control.

We need to move away from remediation in the primary grades. I'm talking about grades K-3. We need to talk about reforming what we're doing. We're spending time and money and resources on remediation, and we're ignoring the developmental process of children. If you want to have an impact on the class of 2000, you don't have much time. If you only have four or five more years, you don't have much time. You don't have three years to plan it.

IBM had a representative out at a conference that I was attending. I very seldom pay very much attention to IBM other than their technology. I think their technology is great, but when they start talking about education, to me it's amusing. I was listening to a staff representative, and he said by 2010 or 2020, IBM is going to be out of business. That woke me up. If IBM is going to be out of business, what about *Science Weekly*? He didn't mean that IBM was going to go out of business. What he was saying was that if our educational system continues to educate kids in this country the way we're educating them now, then by 2010 or 2020, they will not be able to stay in business if they are to provide the same kind of services that they provide today. Why? Because the technical pool that they use won't be large enough for them to reach into to get the number of researchers they need to staff their delivery system. That woke me up. What does it take to be in the technical pool that IBM was talking about?

Just as a footnote let me tell you I put that in an article that I published right after that because I thought that was some good information. Then I got a call from IBM's public relations department saying, "Where did you get that?" I told them who the staff person was who said it. So he said, "He is telling a lie. That is not true." After they told me, it was sort of obvious that it was not true for IBM. Have you ever seen an ad in the paper for an employee for IBM? I've never seen an ad in my life in a paper where IBM was asking for people to come and get a job. They draw the cream of the crop. Everybody wants to work for IBM. They don't have to worry about putting ads in the paper to get their jobs filled, but companies like IBM who are providing those kinds of services are in trouble. I was telling what they didn't want the public to know. That information was for a private study within IBM, and they didn't want anyone to know about it because if you start doing something about it, IBM is going to have some competition in their resource pool.

I don't know how many of you have students in college or know any students who are in college today, but our technical pool is not being organized. If you have anyone who is going to a black college today or any of your major universities, those students invariably, if they are in the heart of science and mathematics, are going to tell you that they are having language problems in the classroom. There are some foreigners teaching them mathematics, physics, or chemistry, and they can hardly understand them. The reason is that we're not producing any Ph.D.'s in math, science, and physics. In 1984 when we were looking at data to see how many black Ph.D.'s were being produced in this country in physics, we were averaging one and-a-half a year. Seven mathematicians a year, nine chemists, and eleven biologists. That's our pool that we generate each year, and it is diminishing.

I gave you a graph to look at, what you call a skills curve graph. In 1960 the work force in this country was distributed like a normal curve. If you were on the left side of that graph, under that normal curve, you were a person who couldn't read, write or have any kind of work skills at all. Most of our work force was in the center, what we call semiskilled people. I was in there as a dropout, a semiskilled person. I could read a little, write a little, and I could function a little bit, so I could get a job. To the right of the curve are your professional people. You see where the work distribution for the work population in 1960 was.

Now, in talking about the class of 2000, what's the work distribution going to be when they come out of school? The whole curve will shift to the right in the direction of more technical skills. When the class of 2000 comes out of school, for them to be able to get a job under the center part of that curve where the most need is going to be, they will have to have an eqivalence of a two-year associate degree in some area of mathematics, science or technology, an associate degree equivalence. I just told you that if a student reaches the seventh grade and is functioning at the third or fourth grade level in math and science, it's too late for that student to be under the middle part of that curve. It's too late for that student to expect to be in the pool that IBM was talking about.

That should be our challenge, to get as many students as possible under that middle curve.

Now why did I say the challenge is under the middle of the curve as opposed to the right? We're educating our students in this country, both black and white, for the right side of that curve. Eighty percent of the jobs that will be available to the class of 2000 will not require a four-year college degree. Yet we're training one hundred percent of our students for four-year degrees. That doesn't mean we shouldn't try to get our students to go to college and get a degree, but we should not have a curriculum that says that if that student doesn't make it to college, they are wiped out of society. What we do then is expand the welfare system and we're doing that today.

Look in the classified ads on Sunday mornings in any urban district, follow it for about six months, and you will find out how many jobs in those ads are in that technical pool, that two-year equivalence I'm talking about, are in that class of ads that never get filled. We say there are no jobs and people are unemployed, yet these jobs don't get filled. Our industry now is taking our production overseas and then bringing it back here and selling it to us. That's going to continue unless we do something about that technical pool.

When I was a professor of mathematics traveling around lecturing, I developed an attitude about saying what I wanted to say and if people didn't like it, well they had a problem because they couldn't interfere with my tenure. I could go back to the university and do my thing. But four years ago I went into business, and I had to change my attitude. People had resources that I needed, and I found out very quickly I had to drop some of that arrogance. If you want them to hear you, you've got to get their attention. The interesting thing about it is that as I was traveling the country, I found out some things that I had read about and heard about, but I had never felt.

When I went into business, I began to realize just how deep are the prejudiced attitudes of blacks toward themselves. Jeffrey Howard spoke to you yesterday, and a couple of things that Jeffrey Howard said to you yesterday, if he had said it two years ago, there would have been a lot of angry people in this room. That shows you there is some growth taking place. Basically what he was saying, and I've been saying it for a long time, is that we can't disregard racism and discrimination in this country, but the thing that's keeping black people from rising in this country right now is black people.

Two years ago I was very careful about what I said. In fact, as those of you who know NABSE realize, this is my first time being on a NABSE program. A year ago I decided that even at the risk of not having black people buying *Science Weekly*, I was going to start saying what I wanted to say because I think it is a message that needs to be heard.

Two years ago I identified nine other black educational publishers in this country besides myself. I was just told by Mr. Saunders yesterday that there are only three left. The others have gone under. I'm not going to question the quality of their products. What I question is why did they go under?

We have learned a lot in this country. I remember when I was Hatcher's campaign manager and he ran for mayor for the first time in 1967 in Gary. We've learned since 1967 how to elect blacks in this country. We're the only ethnic group that has ever come to this country, gained political power, but economic power did not follow. We need to deal with that.

That goes to the last question I asked you. What do you think is the most frequent response that a child or student will give you if you ask them, "Why is it important for you to go to school and get a good education?" "Get a good job." What have we done? We've created a welfare mentality among black students in this country because the reason they go to school is to get a good job, and if they don't get a good job, where do they go? Even when racism was running rampant in this country, we trained them to get jobs and they couldn't get jobs. Never once did we think about saying this is a capitalistic society with a social conscience, not the other way around. Instead of teaching our kids to go to school to get a job, we should be teaching them to go to school and get a good education to create jobs.

Now why should we be creating jobs? Blacks in this country have a disposable income of something like two hundred and twenty billion dollars a year. If you put that in GNP terms, it would be the ninth largest GNP in the world. That is a lot of money, but less than four percent of that money turns over in the black community. That's why seven of those black educational publishers have gone under in the last four years, because we don't turn it over.

Educational publishing is a fifteen billion dollar a year industry, and 19.3 percent of the sales are controlled by blacks in this country. If you put that in dollars, that is almost three billion dollars that blacks in this country spend on classroom materials and classroom products. We do not have one black textbook company in this country and we haven't come close to having one that has a national distribution.

I've only been in business for four years, and I'm the only black in this country who has a national distribution of educational products for the classroom. Eighty-five percent of the students who take *Science Weekly* in this country are white students, not black students. That's the message that we need to begin to deal with. We cannot separate education from economics, not for the class of 2000.

We have to give them a better break. We have to give them more than computer literacy. I have a Ph.D. in mathematics, and I did not know what a computer was until eight years ago. The first time I sat down to a microcomputer was eight years ago and I have mastered it now. I didn't need it in elementary school. I needed to learn how to perform logic. Developmental logic, deductive reasoning, and inductive reasoning, those are things I learned in elementary school. I didn't learn them in college. I learned them in elementary school. There were no computers, and there was no remediation. My remediation was to sit there and do my homework. We need to change that. It's much more interesting to talk to a kid about creating jobs than about getting a job.

# ASSESSMENT AND EFFECTIVE SCHOOLS

**Dr. Ruth Love**
**Ruth Love Enterprises, Ltd.**
**Oakland, California**
**July 18, 1987**
**Ron Edmonds Summer Academy**
**Ann Arbor, Michigan**

If we work upon marble, it will perish. If we work upon brass, time will efface it. If we rear temples, they will crumble into dust, but if we work upon immortal minds, if we imbue them with knowledge, with love and a sense of justice, we write on those tablets something that will affect and brighten all eternity.

Our black children cry out for education. Our black children cry out for love and attention. Our black children cry out for excellence, so as you return to your respective cities and communities, schools and classrooms, you have an unparalleled opportunity to write some powerful lessons on the minds of our black children. You've had two days of marvelous bits of information, wisdom, and inspiration, but it's what you do with that information, what you do with those insights, and what you do with that inspiration that will make the difference for our children.

Innumerable studies that you are aware of and I am aware of tell us that our black children are an endangered species. We already know that. Our districts know that. Our school people know that, and our children know it. The challenge for us is to reach out to our children and to educate them. We recognize they have the ability to be educated regardless of where they live, what kind of family they come from, or what kind of economic status they may have. They have the ability to be educated. When Chris Moody asked me to talk with you this morning, she asked me to talk about assessment. I will talk about that globally because I don't want to give you a prescription on how to assess. I'm sure you know that already. Someone said, "If you don't know where you're going, any road will get you there." Well, I submit that we know where we're going. We know where we must go because the effective schools research made the road map. What we have to do is find ways to implement that very simple, yet very profound piece of research. We have to translate that research into practice at every level of the educational enterprise. Nothing can remain untouched, because as I see the effective schools research, it's a revolutionary bit of research. I don't recall in my almost thirty years in education any research which said unequivocally, "All children can learn." Just that simple bit of information is revolutionary in terms of educational research.

If we can put that into practice, if we can inculcate those beliefs into the people who staff our schools throughout this nation of ours, we will have indeed reformed education. Then we can send a very clear message to Secretary Bennett and President Reagan that it really doesn't take all of the rhetoric in which they engage to bring about excellence for black children, and indeed for all children.

It's time to assess and reassess existing programs and strategies to see whether we're providing education or schooling. There is a difference. Schooling I define as seat time, the time youngsters spend in the school environment. Education is very different. It's knowledge, it's information, it's learning, it's knowing, it's understanding, it's analyzing, and perceiving. That's education, and that's what our students need and deserve.

Let's look again at school climate and raise the questions: What percentage of the children who are suspended in your school happen to be black? Are your district's policies on discipline grounded in the expectation that all students can behave acceptably, or do we have just a set of rules that we expect black kids to disregard? It's time that we love our children enough to insist upon good behavior, good attendance, and good manners. No child is too poor and certainly no child too black to understand how to perform well in school if we teach and expect them to.

In assessing the various aspects of our schools' programs, in assessing the various aspects of our classroom practices, I think we have to raise the question: Is the climate in that school, the total environment, appropriate to the personality of our black children, or does the school alienate the black child by the way in which it's configured? We have to think about that kind of question. What do we do in that school that says to that black child, "You are important, you are unique, your heritage matters in this school. You are a very special person and we know you can learn."

As we think through this, this morning, let's think about our own classrooms, our own schools, our own district offices. A lot goes into making a climate, a place where children can find their own niche.

Can our black children find their niche in every classroom in every school in this country? I maintain they cannot because the schools were not built or designed for black children. We have to insist that they become a part of the mainstream. Are the children in the school proud of their school? Do they thirst to get there in the morning? Are they eager to be in classrooms, or would they just as soon be someplace else? If the answer is the latter, then we are doing something wrong. That's assessment on the broadest scale. It's time, I maintain, that we instill in our children an absolute fact that no one can make you inferior without your consent, no one; therefore, you are important.

We talk a lot today about developing positive self-concepts. I have one simple remedy for helping a child develop a self-concept, and that is to make that child successful, make that child succeed in school. I don't know of anyone who has a serious problem with his own identity, with his own self-esteem, who is very successful academically, who feels good about what he or she is doing. If we want our youngsters to feel good, we don't really need to engage in a lot of human relations activities. What we need to do is teach them and see to it that they learn.

When I first heard the phrase, "No one can make you inferior without your consent," I thought about how often we participate in activities which cause us to be treated in an inferior manner. We have to insist that our children be treated fairly, objectively, and supported and nurtured.

Anything we want to grow well we must nurture, and we must nurture our children. We must insist upon high standards. We must insist that they develop high standards for themselves, because that means they internalize these standards for themselves. They must believe that they can learn. As we assess, we must see to it that they internalize codes of behavior, academic standards, and the pursuit of excellence, the things that our ancestors took for granted.

When our grandparents and great-grandparents said, "You must go to school," they meant you must get a little learning. That meant you must do the very best you can because I'm working hard to send you there. Somewhere along the way we lost our way, and some of us have been deluded by the trappings of success and power. There are very few black people who have real power in this country.

I believe that we have to help our youngsters, day in and day out, to build their own internal support system so that they understand how to cope in a society that may be hostile to them as adults, even as educated adults. We must provide them with coping skills with which they can combat racism and sexism and all the ills that our society perpetuates. We must see that they understand what survival really means. It means understanding and problem solving. It means learning how to turn obstacles into opportunities. It means being able to make wise and judicious decisions. It means being able to resist pressure, even enormous peer pressure that can take them off the course that they should be on toward developing into full-fledged, adult human beings who contribute to our society.

As we assess, I maintain that it's time that we revisit our entire instructional program. I hear a lot of people talk a great deal about the "correlates of effective schools," and it gets to be kind of a parroting effect. We can recite them as though we're standing before an audience, but to implement the correlates of effective schools is a very different matter. It takes some wise strategies. It takes some honest appraisal in order to implement the effective schools program.

For example, let's look at our instructional objectives. Are they driven by real objectives based upon needs assessment, or are they driven by textbooks and the publishers of textbooks? How many objectives do we set, apart from the textbooks? Usually we buy the books, and the objectives come after we get the books as opposed to having the books follow what we decide we want to do. If black people in America decide we're not going to use textbooks until they have the kind of standards, the kind of black history, the kind of multi-ethnic cultural pluralism that we think is important, we could put a stop to the way in which textbooks are published in this country today.

I happen to publish textbooks, so I know how they can maneuver and manipulate. It is very important as we look at our instructional program to look at the materials that we use. What about the standards that we have for objectives? What about the definable curriculums? Are the standards uniform for all students or do we still have the tier system, the tracking system that's very rigid?

I had the privilege of working on the development of Chapter One legislation and I recall how much we believed Title One, as we called it, was going to reform American education. It was going to be the catalytic agent that brought all of the children up to par. But there were certain defects in that legislation: (1) the more you achieved the less money you got (that's deficit funding); (2) it assumed that you just poured a bit of information into the heads of youngsters and they learned it; (3) it was predicated on the assumption that there was something wrong with the youngster rather than something wrong with the system.

I think as we revisit the whole issue of Chapter One, we must look at how we can strengthen that program so that it can do what we want it to do educationally. Now it has become kind of an employment program. Once you have it, it's very hard to get rid of it.

As we look at the instructional program, we must look at the total program including the special programs. Let's ask the question, does our curriculum include a requirement for the basic subjects for all students or is it tracked and rigid? Let's look at our special education program and ask the question, what percentage of those youngsters in the classes for the retarded is black? Conversely, what percentage of the students in the gifted classes happens to be black?

Both in Chicago and in Oakland I had the opportunity to reassess our special education program. We were appalled to find in Chicago that 85 percent of the kids in the program were black. Ron Edmonds helped us develop a very comprehensive program of reclassification that has become a national model. Do you know that the most difficult problem we had in that process was helping the youngsters to redefine who they were. They had begun to think of themselves as retarded, as limited in ability.

It's an enormous task, an enormous undertaking, and people were a little reluctant because, you know, you lose some of the money if the kids come out of the program. We've really forgotten the mission. The real goal of these special programs, as I see it, is to get kids back into the mainstream. When I say that to my friends at Chapter One, they say, "You can't possibly do that because we'll lose the funds." That tells me what our priorities are. The priority has to be to help the youngsters who are able to get out of the special program. We developed in Chicago and in Oakland transition programs for the youngsters and ultimately got many of them back into the regular program. It is an ongoing program at this time, and one that I think is very important. Usually when we think about the instructional program, we leave out segments of youngsters. If you look at who's there, it's really important that we redirect our energies. We talk a lot in effective schools about the fact that all youngsters ought to be exposed to the total program. Ask if that is occurring as you assess your program. Do all of the students in the school have an opportunity to be exposed to an exciting curriculum? Are your lesson plans geared to inspire and instruct all of the students and to expose all of them to whatever it is you're teaching?

I believe that these kind of broad-based assessments can be tremendously helpful as we gear our youngsters toward the Twenty-First Century. That's less than thirteen years away. The youngsters who started kindergarten this past September will graduate in 1999, just one year before the turn of the century. Where will our black children be? Will they be ready for the Twenty-First Century? I maintain they will not be ready unless we get them ready. We have to get them ready. We have to do that.

It is commonly known that people think that black kids can't understand math, that they can't do science very well. That same phenomenon is growing up around the whole issue of computers. If you're not careful, we will be left out again. I think we must demystify math, demystify science, demystify computers and the whole of technology so that our youngsters are part and parcel of the entire education process. We know they can do anything anyone else can do. They have the same range of intellectual ability as anyone else. Thus, we must look again at how we teach math, how we teach science, what we expect of the youngsters regardless of where they live and regardless of what color they are.

As we continue to assess our instructional program, do we use the instructional data that we get? Do we use the evaluation data that we get to feed back into the educational program? Are our data disaggregated so that we know who's in the lowest quartile and what we do with them? What is assessment about anyway? This is what it's not: It's not a series of questions to which you answer yes or no.

Assessment is a whole system for looking at your program and charting out where you are in every aspect of the school, the classroom, and the district. It must be multi-level. It must be multi-dimensional. It must relate to the district, the school, the classroom, and the student. To my way of thinking, it provides several things. It provides data that can be used. It provides a guide for planning. It provides comprehensive analysis, and it provides a basis for evaluation. When you have this needs assessment, this instrument, it is a document not to be put on the shelf but to be used. It's the basis against which you evaluate everything else you do.

I maintain that assessment of schools and classrooms and students ought to focus on strengths as well as needs. I have said this for a long time. Very often when I see needs assessments they tell you all of the deficiencies at every level, what's wrong with the youngster, what he or she needs; what's wrong with the classroom, what's wrong with the school, what's wrong with the district.

Just suppose for a moment that we went through that same process and looked at strengths. Where is the district good? Where is the district, and where is the school, positive? Where is the student? What kinds of strengths do the students have? Imagine for a moment if your colleagues back in your districts and schools really understood the strengths of black children? If they understood the strengths of black children and taught to their strengths and eradicated the weaknesses, we'd have a different kind of instructional program.

As I see it, it's time for us to provide a window of opportunity for our children, to show them the connection between education and the real world and why education makes a difference in our society, to help them to understand that the world isn't going to be perfect if they get an education, but it'll be a lot better if they can negotiate in that world. It's important that we connect education to the real world.

I am reminded of a paragraph in Ralph Ellison's book about a young boy struggling to grow up. He said,"If you can show me how to cling to that which is real to me while teaching me a way into a larger society, I will not only drop my defenses and hostilities, I will sing your praises and I will help you make the desert bear fruit."

We need to have young people come to a realization that they can be a part of their own destiny. We need to empower students so that they understand that they have some stake in their own education. They are not just funnels and vessels through which we put information and knowledge; they can be involved in the process itself.

When I went to Oakland some years ago, we received a grant from the San Francisco Foundation to do an assessment of the school district. There are two things I don't believe in. I don't believe in going into a district without an assessment, and I don't believe in going in without some people with me. I still believe that, because the internal assassins are rampant everywhere. You have to have a few people there whom you know. When we went into Oakland with this comprehensive assessment, we brought people in who looked at all aspects of the school district. We looked at management. We looked at instruction. We looked at support services. We looked at staffing patterns. We looked at what kind of training and what kind of policies they had. It was fascinating.

One of the things that was glaring was that there was no instructional program. There was chapter one, chapter two, title this, title that, but I couldn't find Oakland's program. There was no core curriculum. I say that not to criticize Oakland, but that was the way it was in those years, because restrained budgets had eroded the program. Think about a district that only relates to the title programs. The standards were dependent more upon where the school was located than a uniform standard of excellence for all students. The schools had a policy of "Do your own thing." They were being creative without the kind of accountability that I thought they should have. They were a little chagrined to have this woman come in talking about standards of excellence for everybody.

The hill and flatland schools were as different as day and night. I recall visiting some of the schools in the flatland, and I couldn't figure out why there was such a different attitude, why there were such different behavioral practices.

In the hill schools things seemed to be going very well in spite of who was in the school. That's because parents insisted on it. Parents said, "We're going to have it." Schools should not be a place where parents have to insist that we teach and insist that students learn. Schools ought to be good whether or not parents are involved. Schools ought to be good for all students whether or not their parents are able to advocate for them. We ought to be the educational advocates for our children. Parents should be working trying to provide other kinds of nurturing and financial and economic support for them. We ought to be the educational advocates for children because we ought to know what is going on there.

In Oakland, we decided to set up a department of learning. We named it the Department of Learning instead of the Department of Curriculum for a definite reason. We wanted them to know that we wanted everybody to learn. They set about to develop curriculum guides and standards and all kinds of support suggestions. It was really a very exciting process.

We even began a reclassification process at that time. I remember Ron Edmonds came out to help us, and he said, "You're going to get in a lot of trouble because you're going to turn this system around." I said, "I sure hope so."

What came out of that is we assessed both the school and the community. We made courtesy calls on the key business people in the community. Each day I would read a glaring article condemning the public schools. You simply cannot have your major leaders, your corporate leaders in a community, criticizing your schools every day. After all, they have to employ the people who leave the schools.

I decided I'd do a little assessment of them. I visited each one and asked them what was wrong with the schools and what they could do to help? It was very interesting. I said, "What do you think ought to be done?" They said, "Nobody ever asked us." I said, "I guess not, because you're telling everybody in the press every day that you get a chance."

It was fascinating to see that they were willing to help. Over a period of a year we got them very much involved. They gave millions of dollars to the schools for academic achievement because they knew they had a vested interest, that it was more cost effective to invest in the schools than to retrain people later. They did it out of their own enlightened self-interest which is what most people will do. We have to take assessment on a broader scale and not just confine it to the schools.

When we developed these curriculum guides, we had to go about the business of training everybody to implement them. It was an exciting process. We had two great problems: One was to increase the expectation levels of staff because you become very accustomed to expecting very little; the second problem was to get people to understand that, yes, those youngsters could learn, and you could direct your instruction to all of them and they would learn.

Nothing helps success like success. We had a few examples of people who were really very good. The people were excellent, and we highlighted those people. We gave recognition to those people. We involved them, we showcased them. We wanted to get everybody excited. You have to think about this district in terms of the assassination of my predecessor who was the superintendent. The district was really in a very, very low state at that time.

We established a recognition system so that academic achievement became the thing around which you got recognition in the district, not how many meetings you went to, not all of those other things, but if you achieved at the classroom level, at the school level, or at the district level in some way academically , then it was recognized. We even got the board members to have recognition programs. We established an achiever's and a scholar's program so that youngsters could all be a part of something that was successful. It was really a very exciting thing in which to be involved.

We set up a monitoring system. Principals had to be in schools and classrooms eighty percent of their time. That made me very unpopular, but it was really something that made a difference. If principals had to help teach and they had to be in classrooms, it made a tremendous difference in terms of what happened in that school.

We established a support system in the community where we brought in very prominent Americans to inspire our students. I recall two weeks after *Roots* was televised we were able to have Alex Haley come to our district for three days to visit schools, to visit classrooms, but no one could see him and no one could talk to him unless they had read his book or pretended that they had read his book. It was interesting; the teachers told me that kids wanted to read more then than they ever had in their particular programs for the junior and senior high school level.

It was fascinating to see how they took to reading. It was the thing to do. Without ever saying it, it became all right to carry a book. We'd been working on trying to get them to understand there was nothing wrong with that. We just said, "Alex Haley is coming and you won't see him, you will not come to the assembly, unless you read this book or try to read it and write something about it."

It was fascinating because as Alex Haley visited he was really amazed at the kind of questions they asked. He said, "These kids are geniuses. They really ask marvelous questions."

This got to be the kind of program where we asked other people to come in. We did that because we were in a very depressed state, because we had to do something to jar our city, to jar our schools and to make people believe that they could do something about their own destiny.

When Coretta King came, they couldn't believe that Martin Luther King's widow would come to the school district and stay three days; neither could the board. It got to be such a popular program that the community began to say, "We want a piece of this action. We want to talk to these people." We televised it on our closed-circuit television so that every school had a chance to see these persons whether they visited their schools or not.

I only mention that because that was one of the reading programs. A book was written by the students for each of our visitors. Each of the visitors had someone write a story, a poem, and it was a comprehensive book.

Andy Young was then at the United Nations, and I recall when Andy Young came we thought the world would come to an end. It just stood still because our kids had read about this man every day. Obviously, you don't need people of that fame to come to the district to motivate youngsters, but you do have to do something a little radical. You have to do something that's going to shake people up a bit, to help them know that they are important. Without telling them what to say, each one said, "You're important and that's why I've taken my time to come here," in one way or another they said, "I believe in what you can be, in what you can become."

Now, I recall we didn't have all black people. I recall inviting Jane Fonda in. She's the only one I had to meet to talk with and tell her what not to say. I said, "Jane, you cannot tell my students it's okay to smoke pot. You must not do that. You can tell them anything else you want, you can talk about the war and we may differ, but you must not tell them that."

She said, "Well, why would you think I'd do such a thing?" Actually, Jane Fonda was more conservative than most of the other persons because she realized what her image was. The kids learned a lot from her, and I remember one of the most piercing questions they asked her. They said, "You're the only rich person we've had come here. What's it like to have everything you want? There must have been some disappointments. What do you most regret in your life?"

Her answer was really very compelling. She said, "I regret most that when I was your age I wasted my time blaming my parents, blaming my teachers, blaming the principal for what I wasn't accomplishing. So I have to spend every day trying to be better than I think I can be because I'm trying to prove something every day." I thought it was very interesting to have her say that to the kids as opposed to having the teachers say it who probably say it a lot to them all the time.

We had General Chappy James come and the last speech that he made before he died was in our district to our students. When the general came, the kids were thrilled. He was a little conservative for my taste, but I'll tell you what, the kinds of things that he said to those youngsters really stuck with them. I couldn't take too much of these uniforms, but I said, "It's not my philosophy, it's really for the kids." He inspired those kids so tremendously that I visited the Oakland Schools recently, and they are still using those videos in the classrooms of that city. They are still using those as part of their social studies lessons, as part of their ongoing program to motivate the youngsters, to inspire them. What happened as a result of that program was that our local people realized that it was all right to be involved with the schools. We got our folk heroes in the community to become involved with the program.

Rosalynn Carter came, I recall, and we thought again the earth would stand still. She came and spent two days. The President's wife spending two days in your district is a lot. She told them that at one time in her life she was on welfare and how she got off because her mother insisted that she work. Her mother insisted that she work at the post office to change their status. Kids have a different view of what it's like to climb the success ladder. I only say that because persons like that can make a tremendous difference if we expose kids to them.

We had equal impact when the mayor of the city came to visit them. Some of the other persons in the city who are really doing a tremendous service to our city and our community who didn't feel it necessary to be involved in the school process until then began to see that it was all right and it has made a tremendous difference in the city. There is tremendous support for the schools even today.

I delineated that because I wanted you to know how important motivation is when adults take the time to give to students; it makes a tremendous difference. Each one of us is a mentor for our youngsters. We are both heroes and "sheroes" for our young people. That's a new word for your vocabulary. We really have to be heroes and sheroes because where else would some of our youngsters have the opportunity to be exposed to people who are doing things?

You're role models and you're mentors and your behavior is very important, both your verbal articulation and your non-verbal behavior. They see what we do, and we have to communicate with them that education is indeed the vehicle for social and economic mobility. As we assess our programs, we have to be able to tell our youngsters that they can do anything that they believe they can do. They are only limited by their imagination, and we have to show them that they can achieve. We have to reward them for achieving. We must reinforce their achievement.

We had a three-way learning contract in the district where the teachers signed, the students signed, and the parents signed, indicating what the youngster needed to improve in. It was based upon our assessment of needs at the student level. It was fascinating to see how the students wanted to keep that commitment. Parents agreed they would reinforce the homework. Teachers said they would give more attention to whatever the deficiencies were. There was tremendous achievement growth based upon the commitment to keep that contract between them. In fact, we published it, copyrighted it, and sold it to a lot of districts around the country. We made a little money for the school system based upon that. We have to be a little creative in our thinking and in our attitude about what we're doing.

We in education are in a people business. The kind of people who staff our schools are important. I know all the people here are excellent, and when you get back to your district, I think you ought to raise some questions about whether the complete staff really believes in the concepts of effective schools. Do they expect the students to learn, and are they involved in training that will change their behavior, never mind their attitudes? We can work on that, but right now we want to change the behavior of people so that they understand that we expect all students to learn. We expect everybody to teach and we expect people to be good leaders in all of the things that we know are important.

What kind of preparation do teachers have who come into your district, and what do administrators have? Is the old boy network operative? You need to have an assessment of what kind of staff, what kind of qualifications operate, and how are promotions really provided? Let's take a hard look at all of those kinds of things. Share some of these materials with all the people with whom you come in contact.

I believe that the effective schools movement is the greatest reform movement that we have. I really think it's a revolutionary educational concept. The reason it is so difficult to get people to buy into it is because it means you must be task oriented. You cannot just do your own thing. You really have to understand how to implement programs. You have to understand and believe in people, and you have to be able to put your beliefs into action. If you just believe something, it becomes a theory or philosophy, but when you can implement it, it becomes a program. Therefore, it's important that you help your colleagues back home to understand what implementing the effective school program is all about.

I believe that one cannot teach that which he or she does not know. That means that we all must be intellectually curious if we want our students to be intellectually curious. We must understand those so called difficult subjects if we want our students to understand them, because we communicate with them how we feel by the way we teach and by what we set as priorities.

If we had a difficult time with math, they are going to have a difficult time with it. If we had a difficult time with science, they are going to have a difficult time with it. If we can't speak proper English, they aren't going to speak proper English. It is critically important as we assess our programs that we rid ourselves of people who cannot teach our youngsters with high standards of excellence. That's what real assessment is all about, giving us the basis on which to build a program.

And we must read. I would love to know the last book each of us has read. We must read, and we must know what the literature says. We must be able to communicate what it says. We must read outside of the field of education. We must read things that are going on in the world. We must help our youngsters to know that reading and understanding is critically important to being a well-developed person, just for themselves if nothing else, just for the pleasure and for the information.

It's time that we as black people rid ourselves of the notion of the melting pot. I am amazed as I visit schools around the country how many people are still talking about the melting pot. I thought that was dead long ago. I believe we ought to embrace the salad bowl theory where the ingredients are all distinct, but they blend together. We have to help black children be a vital part of that salad bowl. They are distinct, they are black, and they have a unique heritage. They must be proud of it, and they must know it. They can only know it if we teach it to them. We can only teach it if it's part of the school curriculum, and we ought to make it a part of the curriculum and not an adjunct. We cannot just have a black history month approach to black history. It really must be part of the fabric of our curriculum.

I believe kids can learn to read better if we give them some books about black people than they ever will learn to read about Dick and Jane. It would be very important if we could do that.

I also think that we as blacks must get ourselves together. We must rid ourselves of self-hate. We must rid ourselves of spending negative energy pulling each other apart. We must rid ourselves of saying, "Unless the whites do it, there's something wrong with it." We really have to take a hard look at how we feel about ourselves. I understand why it has occurred. I understand all of that.

It's time that we rid ourselves of some of these notions if indeed we are going to advance and say that we're going to be effective school implementors. We can't be effective school implementors if we're closed to certain kinds of things, if we think black means inferiority, somehow. We don't go to black dentists. We don't go to black doctors. There is something wrong with them. That means we don't really respect who we are. That means that we have to do some hard soul searching.

One of the things I believe we ought to assess is ourselves. We ought to examine our own behavior. We ought to examine our own attitudes toward ourselves, and toward our peers who are black. We ought to be able to look inside and see what needs to be changed about what we are doing, what we really believe in.

Do we really expect our youngsters to do well in school? I visited one of our client districts recently. When you're visiting from a business perspective, it's very different from visiting as a superintendent. I'll tell you my superintendent's hat came on quickly when this black lady said to me, "You know, Dr. Love, you said on that tape that you believe that all children in the class can learn. There are some of these black kids who will never be able to learn."

Well, I became a superintendent in one minute. I said, "You have a serious problem and you shouldn't be teaching." Telling her that was more important than whether or not they used our materials. I really think we have to examine how we feel about things.

What we do about what we feel is critically important. I implore you this morning to use the evaluation as a basis for building a better program. Use the assessment as an ongoing instrument and as an ongoing guide to help you go where you need to go in developing a plan of action. Each school ought to have such a plan of action.

As we step out into tomorrow and begin to educate our youngsters for the Twenty-First Century, we must see that our board has policies that reinforce what we must do to implement an effective schools program. For example, what about the promotional practices? What does the policy say about that? What about staff dismissal or retention? What about suspensions and expulsions? What kind of policies do we have? What about academic standards that are codified in board policy? Do they really believe in them or not? Those are some of the issues we need to raise with our respective boards.

This conference has been wonderful, and you've learned a great deal. You've renewed relationships and developed some new friendships. You've heard some very important and powerful messages from some very significant people, but come Monday, what are you going to do that's different? What are you going to do in your school, in your district, or in your classroom that will make a difference for the students that you have the privilege of working with and working for?

As I close, I'd like to ask you to do two things: (1) I'd like to ask you to write for yourself three short-range objectives; (2) I'd like you to write three long-range goals you'd like to accomplish based upon what you've heard, the information you've gathered, the insights you have developed, and the inspiration you have felt. There is a saying in our black community that it is high time. I say to you that it's high time that black educators lead the way for the education of black children. We can't really expect everybody else to do that for us unless we're doing it ourselves.

When we're able to ensure that our black children can achieve equitable results with everybody else, even the rocks will cry out. When our students regardless of their neighborhood, regardless of their parents, regardless of their housing project, when they are able to achieve equitable results, those giants upon whose shoulders we stand today will rejoice. Mary McLeod Bethune will finally rest in peace. Martin Luther King will really say, "Free At Last." Malcolm will raise his hand in real joy, and Ron Edmonds will say, "I knew you could do it."

# LEGAL ISSUES AND EFFECTIVE SCHOOLS

**Aubrey V. McCutcheon, Attorney at Law**
**Detroit, Michigan**
**August 4, 1988**
**Ron Edmonds Summer Academy**
**Ann Arbor, Michigan**

I want you to set your mind now, because some of the things I am going to talk about relate to your perception of the good and bad of ability grouping, achievement grouping, and homogeneous versus heterogeneous classrooms. We are talking about legal issues and effective schools. We are talking about the correlates of Ron Edmonds.

I am sure that many of you, if you reflect upon it, realize that the courts, particularly the federal courts, have had something to say about every one of these correlates. There is no way that you can go about doing your job of improving the education of black children in this country without looking at the constraints or the permissiveness which is available to you as a result of some court case.

I want to refocus us. Ron Edmonds said, "We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need in order to do this. Whether we do it must finally depend on how we feel about the fact that we have not done it so far." We all ought to keep that as a focus.

Using Marvin Greene's statement from this morning, I have a working annex to that statement, one that I constantly use and remind myself of. Some of you have heard it before. Keeping in mind what Ron Edmonds said, I add to that statement, "What we really need to do is find out how to use the available information that we have to gain the knowledge we need to obtain the results we desire." Think about that. Ron Edmonds says we know how to do it. I'm saying to you, "All right, let's use the knowledge, the information we have about how to do it." As we use that information, we convert it to knowledge which enables us to obtain what we desire, and hopefully what we are talking about is our desire to have effective schools for black children.

I don't like Dr. Gilbert's definition of effective schools, but he and I will debate that later. You remember his definition. He said it was based upon research, that you want black kids or minority kids and those demographically similar to be able to learn just as their white counterparts learn. Well, I believe that an effective school for black children is more than that, because I am not satisfied that white counterparts are getting the information and the knowledge that they need.

I also have some concern about the discussion of learning styles. Some of you are students of Janice Hale-Benson, and you may feel that she is correct in her description of different learning styles of black children. As a lawyer I don't like the categorization of all black children as having the same learning style. I still believe as a lawyer that educators have the responsibility to look at the uniqueness of every black child and distinguish the learning style needed to teach that child in that classroom. I preach this to my clients. When I sit down with my clients and they tell me, "Here is what we are going to do; we are going to do this because we believe that the children in this school must have this particular program," I say to them, "How many of the children in that school need that program; how many children in that school need a different kind of program, how many in that particular classroom?" Usually they can't tell me, but because I can use my experience with the Detroit Public Schools over a ten-year period of time, and my experience with Wayne State University's College of Education where I was able to serve as an associate professor in the Education-Administration Department for four years, I pretend I know more than they do.

You know my favorite philosopher is Ashley Brilliant. Ashley Brilliant says that there are more questions than there are answers, so the trick is to know the questions. As a lawyer I know the questions, and I push the questions on my clients and that gets me into the question I want to push on you today about the law and effective schools.

How many of you believe that the law prohibits you from having ability grouping in schools? No one. How many of you believe that the law establishes ability grouping as a viable educational method for black children? Again, very few. It is an indication that you do need to know something about what is going on in the courts these days.

There are courts these days that say because of circumstances that ability grouping is per se, that is in and of itself, illegal, that you cannot have ability grouping, that it is not effective. Now that has been the law in most states, particularly where there have been school desegregation cases for two dozen years. But in recent years the courts have been going in a different direction. The courts are saying ability grouping is not per se illegal, that ability grouping is in some instances the only way that black children, again putting them all in one category, are going to be able to get a good education. Now why did the court say that? What has led the courts to come to that conclusion?

One of the cases that has come up recently in the state of Louisiana is a case where a black child sued the school district because the school district was establishing advanced placement classes for the first time. The black child went to court and said, "If you have advanced placement classes and I can't get in, I have had a violation of my constitutional rights. The equal protection clause says that I ought to have access to any program in the school system. Having advanced placement courses, if you determine the placement on the basis of some standardized test, does not favor me, and as a matter of fact is disadvantageous to me and so I want it stopped."

The court looked at it and said, "Well, you are right. Advanced placement courses should be available to you just as they are to any other student." But the court also said, "Because the school district is not assigning students to the advanced placement course but simply making the course available to those who want to sign up for it, it's okay, your rights are not being denied."

In the state of Pennsylvania, a student sued the school district because the student did not get into a gifted and talented class. The child said, "If you deny me the right to get into this gifted and talented class on the basis of the fact that I don't have a 130 I.Q., then you are denying my constitutional rights, my property rights, and my liberty interests." The court said, "Well, you don't have a property right to get into a gifted and talented class. You do have a liberty interest in having available to you all of the knowledge that is available to other students, but you can have that knowledge even without being in a gifted and talented class. Therefore, there is no violation of your rights, no constitutional violation of your property right or your liberty interest by virtue of the fact that there is a method and there are measures that you have to meet before you can get into the class." The court dismissed the lawsuit, dismissed it as a matter of law. It did not even allow testimony to be given.

Now, for some of you who have grown up believing that you can't have ability grouping, obviously if school districts can have gifted and talented classes, ability grouping is okay. Obviously if there can be advanced placement courses, ability grouping is okay. The idea that every class has to be heterogeneous is no longer the law. But why isn't it the law? It is because school districts or others have gone to court, and they have shown that there is some advantage to ability grouping.

Now, I am not saying to you whether or not you ought to have ability grouping in your particular school or not. I am saying to you that if you want to have the capacity in your school or your program to implement the correlates that lead to effective schools, you have to understand that when you focus upon instruction, when you urge high expectations for children, when you talk about improving instructional leadership, when you talk about orderly climate, when you talk about monitoring and measurement, you have to be aware of what the law is in each of those areas.

You know there is plenty of law about the climate in schools and what kind of discipline you can have, what kind of searches of lockers, all of those kinds of things. You could go right down the list and I won't go through them. I was going to give you some cases in each of these areas, but you can look them up yourself or talk to the attorney in your school district. You can demand that your school district have some lawyer sit down with you, not Aubrey McCutcheon but some lawyer in your district, so you can ask, what are the constraints on my ability to implement these elements, these correlates, so that we can run an effective school?

I say you ought to do that. Most of you come from districts where the school district's lawyer has been in some large firm in the district or in the city for many years, and you don't even have access to that person. Even some of you who are superintendents don't really have access to someone in your school district who knows anything about Ron Edmonds, let alone the elements for improving school programs. But you can require them to look up the same kinds of cases that we might have talked about here today in more depth.

Just say I want to know, what is the law in the area of school climate? If you don't have that ability in your school district, because your position is not high enough for you to influence that decision, you might talk to some of the other teachers like yourselves or some of the other administrators like yourselves. Or you might go to the local Black Bar Association and encourage them to establish a project, getting some of the law students who need to earn a little extra money to do a little Saturday research for you on what are the constraints and what is permitted in terms of your ability to do those things which you know are necessary if you are going to comply with the elements of an effective school. There might even be in your community a church or some other organization that will supply some money for that. But it is important for you to do it, so that you are able to do something about what happens in the classroom and not violate the law.

Let me give you an example of how these cases come to the court. The state of Georgia, as some of you may know, has talked about establishing a basic core curriculum for the entire state. Lots of other states are doing this as well. You ought to realize that statewide core curriculums are going to reduce your ability to do innovative or creative things for children that you want to educate using a different method. If you are going to develop a different method, you are going to have to be able to deviate from that basic core curriculum, at least in terms of the method. I don't care what you say about modifying the method without modifying the program or the content, when you modify the method you are going to modify the content. You ought to modify the content so that you do have the same outcomes, but the content of the curriculum is going to be somewhat different. I don't know how you can avoid it.

Georgia had a case not too long ago which was brought by the NAACP. The plaintiffs in the case claimed that the black children were assigned to regular and special education programs in a discriminatory manner. The plaintiffs contended that they had evidence that the various tests that were used by the defendants, which were four rural school districts and one local city school district, that those tests were invalid measures of the ability of the students who were placed in the particular classrooms. They offered evidence that if there were to be ability grouping, it would be better to have intraclass ability groups rather than interclass ability groups.

The defendant school districts got together, and they said to the court and produced expert testimony to demonstrate that interclass achievement groups are educationally more beneficial than intraclass ability groups. Now, I don't know how you would have testified if somebody had asked you, "Is intraclass ability grouping better than interclass ability grouping?" That is, do you have a heterogeneous mixture in the classroom and then group the kids according to the ability of the students in that class, or is it better for you to say, "Only the kids who achieve at a certain level on various standardized tests are going to be in this class, and those who are lower achievers will be in a different class all together." I don't know if you know how you would have answered that. What I am saying to you is that the court made a decision on this, and so you need to know how you would have answered that. Do you believe that intraclass ability grouping is better than interclass for black children if there is going to be ability grouping?

The defendant school districts also said that there was an educational necessity for grouping pupils. They presented expert testimony to say you cannot educate all children of every ability if you have them in the same classroom. It is just like a business necessity to have certain kinds of tests to qualify persons for employment in your company. You have to have an educational necessity to justify ability grouping, and the defendant school districts presented expert testimony that there was an educational necessity. Their witnesses testified that you cannot educate the children if you don't have ability grouping. The plaintiffs and their experts could not refute that, at least not to the satisfaction of the court.

The school districts also pointed out that since the inception of ability grouping in their school districts, the test scores of all the pupils, black and white, had gone up on standardized tests used in the state of Georgia. That was dramatic testimony. The court could not ignore that. The court said, "Do you mean to tell me that these black plaintiffs are coming in saying that ability grouping is somehow discriminatory?" Incidentally, they were alleging it was discriminatory because, as you might guess, most of the blacks were in the lower achieving groups and the black plaintiffs wanted some of them to be able to get into some of the higher achieving groups, and so they said it is unlawful to have ability grouping. But the black plaintiffs were not able to show that there was anything untruthful about the claim of the defendants. The test scores had improved for black and white children since the inception of the ability grouping practices.

The defendant school district also said that the pupils are not tracked under our ability grouping because, as they do better, we allow them to move into a different ability group, and if they don't do as well, we reduce them, black and white, to a lower achieving group. Now, can't you just imagine some of the teachers that you know in the school districts in which you work, how they would treat that? And the statistics will quickly show that not many of the black kids move up to the higher group, but that a lot of them will go down to the lower group.

And then the question, of course, is: Is anything really done in those groups to help these students? Now, the court heard that. What did the court do? The court first found, as I indicated to you before, that ability grouping is not per se unconstitutional, even when there is a substantial disparate treatment of the black kids in that most of them are in lower achieving groups rather than the higher groups. The court said that ability grouping is permissible in any school district which can demonstrate that its assignment method will remedy the results of prior segregatory action through better educational opportunity.

Now, I happen to subscribe to that point of view. I do strongly believe that the practices that should be used in school districts are those which can be demonstrated to actually improve the opportunity for education and the achievement of the standard of learning of the children. This court said that if ability grouping is what's needed in the particular school district to get that, fine, it's okay for the school district to have it.

The court also found that the various tests that were used by the school district were not unconstitutional and in fact went further to say that they were valid measures of the ability of the students. That is, the black plaintiffs were unable to show the court that there was anything wrong with the tests that were used to measure ability. The court said that the plaintiffs had not proved that their alternative grouping plan, that is the intraclass groupings as opposed to the interclass groupings, was any better than the methods that had been used by the school district, and it was not up to the school district to prove that the methods were better, even though the court thought they were better, but it was plaintiff's burden to show that they were not as good.

Further, the court found that ability grouping permits more resources to be routed to the lower achieving students by way of lower class size and additional instructional materials. The court was looking at the fact that all of the federal programs and some of the state programs say we will give you extra dollars if you have kids scoring at certain levels. Now, of course, we all know that as soon as they improve a little bit, the money is gone.

But you see this law suit was about the dollars that the state put in, and the plaintiffs should have made the point that you don't measure the additional resources that come from external sources. What you ought to include in your calculation is only those dollars which are for the purpose of providing the basic program because the law says you don't supplant, you supplement with those other dollars. But you see, we have all become so comfortable with using those dollars to supplant that we don't even insist, in our effort to get effective schools for black children, that the money be used the way it should be used. We ought to start concerning ourselves with making certain that that money is used the way the federal legislation and the state legislation requires it to be used, but you have got to have somebody in your school system who knows that law to tell you that you have got to be doing this and keeping you honest in your job.

The court also found that ability grouping results in several things which the court felt were important to the education of black children. Number one, class manageability. The court felt that ability grouping contributed to classroom management and to teacher comfort. The court thought it was important that if ability grouping allowed the teacher to be more comfortable in teaching what the teacher was teaching, then that is something the court should consider. Not, as we heard earlier today, that you make these teachers learn the subjects that they are teaching. I agree that the money we now spend on computers and the money we spend on staff development programs and a whole lot of other things ought better be spent in teaching teachers how to teach what they are assigned to teach.

For those of you who have inherited talented and gifted programs, I believe, as a lawyer, that I can demonstrate that you truly are disadvantaging minority pupils in many school districts when, instead of giving them trained teachers to teach what they know, you are using the money to hire additional talented and gifted teachers. Now we know that means teachers of, but that is the way they are referred to, talented and gifted teachers. And right away they get some status that other teachers don't have.

I know of some school districts in this country where you don't have any black teachers teaching the talented and gifted programs. The directors of those programs see to it that black teachers are not hired because they have no expectation that the black teacher can teach kids who have special talents and gifts.

Here is a court that says that teacher comfort is important, and the court also said that student motivation is important, that the kid who is in an ability group, an achievement group, is going to be more highly motivated. Why did the court say that? Because somebody got up, a Dr. Lerner (I'd like to meet him some day), and said, "Look, the real reason these children aren't learning has nothing to do with resources other than the resources in their home environment. These kids aren't motivated because they don't have a home environment that motivates them, and ability grouping is not the problem. They will be more motivated in the ability group because they will not be afraid to speak out, they won't be afraid that they are going to be laughed at when they come up with the wrong answer. They will not be challenged, and therefore they are not going to fail, and therefore we ought to allow them to remain in their ability group."

Higher scores on statewide tests and the improvement by individual students which allowed them to move from one category to another were also results which the court felt were important.

The court rejected the plaintiffs' evidence of multiple regression calculations and analysis of variance and linear regression analysis which showed that a student's race and the percentage of blacks in a child's class were more important factors in the child's academic progress than the home and those other things. As I indicated, the court instead felt that the family background and hard work were the things that were necessary for minority children to achieve.

However, the court did affirm one very important element in this case. The court said that it is an important rule of law to all those concerned about the use of tests as a determiner of pupil placement, that the test that is given to determine what ability group the child goes in must be a test related to that subject, that classroom. That is, you can't give a child a test about their capabilities in math and determine that that child, because the child doesn't do well on that test, must be grouped as a lower achiever in all other courses.

Now, that's a rule of law, that as bad as I think this Georgia case is otherwise, we need to grab hold of. We need to say to our school districts you can not label a pupil a low achiever for all purposes just because he or she didn't do well on the math test or the science test or the reading test. You must have individual tests to determine the competency of that child in each classroom, in each subject.

Now, right away some of you ought to be saying to yourself, well, wait a minute, we have self-contained classrooms and we have the same teacher. Well, then maybe you have to do away with self-contained classrooms if it is going to work to the disadvantage of minority children for whom you are trying to create an effective school program. So remember that one as far as the court is concerned.

The court concluded that it was patently in error for the district to assign a pupil to one class according to the evaluations relevant only to another subject. But the court still felt that overall ability grouping was good for the minority children in that school district.

I could give you some other cases that have the same kind of elements, the same kind of thinking of the courts. Remember, the courts only do what the record allows them to do. It doesn't mean that they don't stretch the record, but somebody has to testify. The judges who sit on the court are not experts in education.

If you know of someone who has filed a lawsuit in your district to achieve better education for black children, I urge you to find out what kind of expertise they need. Don't let other organizations, conservative school boards, conservative attorneys, or just a knowledgeable person give the kind of testimony that the court must rely upon. You have to help the court develop what the court needs to see your point of view.

I would like to see in every lawsuit about the education of children in this country, a position paper presented regarding the Ron Edmonds correlates for effective schools. I think every court ought to know about that, but I don't know of a single court case in this country, and I try to keep up with it, where the correlates have really been explained to a court so that the court would know that there are some ways by which all children can learn, and that that has been proven by some research and by some practice of some very knowledgeable educators.

Maybe this organization needs to be developing some amicus briefs ready to be filed as soon as any such issue comes up. The courts are very lenient in allowing amicus briefs, friend of the court briefs, to be filed setting forth the position: What does it take to educate children, what are the bad practices, what are the good practices? This is something that NABSE and your regional affiliates can do that will benefit black children.

I would welcome the opportunity at some other point to sit down with some of you to help give you some ideas about how you can develop some seminars in your own area to help relate the correlates for effective schools to legal decisions that are now being presented and decided in the various courts.

# EDUCATION:
# The Pathway to the Future for Black Youngsters

**Dr. John W. Porter, President**
**Eastern Michigan University**
**August 5, 1988**
**Ron Edmonds Summer Academy**
**Ann Arbor, Michigan**

I was asked to share with you some observations about effective schools and urban education. I was more than pleased to accept the invitation. I am not here as an expert. I am not here to give you the speech of an orator. You have had your orations. You have had people like Don Clark give you the statistical analysis.

I am not here to give you any good news. I am here because you are very important to a formula, a formula I want to talk about, a formula that is very important to the youngsters in urban schools, a formula which may well determine whether or not urban education as we know it survives. I intend to challenge every table. I want a response from every table. I want more than just a workshop. My closing remarks will be: It is time for action, not for speeches.

There are two fundamental issues, and only two, facing American education today. First is the issue ~~of whether or not~~ U.S. public education and the youngsters who participate in the system are going to be internationally competitive. We are indeed a global economy. We are rapidly approaching a global educational system.

The only other issue in my view that we have to confront is the issue of whether minority youngsters, those youngsters residing in our urban centers and attending our public schools, are receiving the educational experiences that will enable them to have the equipment to successfully compete with the majority group.

I have made a calculated decision. That decision is that the answers to that second question, if successful, will improve upon the answers to the first. So my topic is "Education: The Pathway to the Future for Urban Youngsters."

In my remarks, I talk about six things. I talk about the challenge, about the moral imperative, about the fact that we are in a battle, and about the fact that there are some good things that are happening because everyone in this room is involved in the pursuit of educational excellence, in making a difference. I talk about some goals that we can agree upon, and indeed, finally I say there are solutions that we can agree upon. I try to take those six areas and to translate them into a formula. It is that formula that I think is so important as this workshop reaches its height.

So let me very briefly describe for you what these six areas are, just give you an overview, because I want to come back to what I think is fundamental. I want to come back to what I want every table to have to come to grips with. I want to come back to what I think is missing in the future of black youngsters in our urban centers. You are the people who are going to have to help us to reach the solutions.

First is the challenge. The challenge is an enormous one. You know the challenge as well as I do. We have been in this business for forty years, and we still don't have solutions. But in those same forty years, we have found solutions to athletics at the prep level, at the intercollegiate level, and at the professional level. In my view, we can no longer procrastinate. We have to decide what is wrong, and we have to have the courage to propose what to do right. The question is not, can greater numbers of our youngsters learn? The question is, how must they be stimulated and motivated to acquire those school studies so that they can indeed be competitive? That is the challenge we face. It is an enormous challenge, and we need to be precise about it. In my view the ingredients of an effective school, Ron Edmonds's five ingredients of an effective school, are one way that we can respond to the challenge.

It is a sad commentary, ladies and gentlemen, on the eve of the Twenty-First Century on the American scene that we find ourselves mired in controversy over the fact that more urban school youngsters quit school than complete high school. That is a statistical fact that we cannot deny. What does that mean? It means that all you have to do is flip a coin because the chances of doing well in school are only 50-50. That is not right. That has got to change, and we are the people who have got to see that it changes. That is the challenge, and I need not say any more about that. You know the challenge, I know the challenge, and we have to mobilize this nation to get on with the business.

Second, there is a moral imperative. There is a moral imperative to seek a good education for urban youngsters. That imperative dates back to the Civil Rights Movement, to the 1950s and Brown vs. Topeka and the tremendous progress that was made in the 50s and 60s, to all of the hundreds of changes that took place and millions of dollars that were committed. Yes, a lot of progress was under way, and yes, the moral imperative is, as Ron Edmonds would say if he were here today, "Do it for me, but more importantly do it for the millions of black youngsters and other underrepresented youngsters who are going to have to face a new century in just a dozen years without the equipment to compete."

The gains fueled by the Civil Rights Movement have lost much of their momentum. For example, between 1974 and 1984, the number of blacks enrolled in college dropped by forty thousand. It did not go up, it dropped. That ought to tell you something. That ought to stir you to want to move. The Carnegie Foundation has recently and eloquently described the agenda, and to me this is the agenda of action. Without good schools, none of America's hopes can be fulfilled. The quality of our education will determine the strength of our democracy, the vitality of our economy, and the promise of our ideas. It is through the schools that the nation has chosen to pursue its agenda, and it is there in the classrooms that the battle for America's future will be won or lost, not in Nicaragua, not in Moscow, but in the classrooms, and it is going to be in the urban classrooms. That is part of the moral imperative.

Third, the battle. It is a battle, and we have to act as if it is a battle that has social, economic and political consequences that are enormous and that will be with us for years to come.

We are in a society now that does not accept unskilled workers for any reason. Even McDonald's has a high school program, and Holiday Inn has a college program, for two reasons. One, they are not satisfied with the way we produce the product, and two, they figure they can do it better and cheaper.

Each year in the public schools of these United States, ladies and gentlemen, between eight hundred thousand and a million kids drop out. That is in one year. That is a larger number than nearly every city in America except our metropolitan areas. That is an enormous statistic. The battle is a tough one, but no statistic about the battle we are losing is more depressing than this one. Is it any wonder why we continue to build new prisons at the rate of one every month with over 500 beds in each one and a cost of $23,000 per year, per inmate. Last year, 341,000 black men were in prison while 252,000 black men were enrolled in four-year colleges and universities. That is a grand statistic, and that gives you some idea as to what kind of battle has to be waged.

There are strong signals on the American societal front that call for some action. We have to respond in some way and somewhere among us in this room, just as Henry Ford created the Model T, we have to create something between a Magic Johnson whom we all admire and the school dropout. We have to think about that. NABSE and those involved in this workshop have to think about that. I am not here to tell you that improving urban schools will solve all the problems in the black community; nor am I here to say to you that improving the schools will do the job at a level that is being done in some other districts that have far more resources. But clearly, ladies and gentlemen, we ought to have the resources at our disposal right now in Ohio, New York, California, and Michigan to demonstrate to the public that we are able to do better than 50-50 with the children of the parents in our urban centers. Surely we can do that.

I'm not unmindful, and this is my fourth point, I am not unmindful at all that in this nation, in this state, and in this city there continues to be persistent racism, discrimination, and blatant prejudice. We have to be able to overcome that just as we have done in the past. We cannot allow that to be an excuse for not acting. Our forefathers and foremothers faced far more discrimination, far more racial prejudice than we could ever in the 1980s appreciate. So, although it is there and it is going to persist, we have to rise above it and move on to the agenda.

There are some initiatives that are under way, and we have some initiatives under way at our school, but the problem with the initiatives is they are not linked together. My request of you is, Let's get our act together! What is happening in Canton, Ohio? If it is good, we have to figure out how to transport it. What is happening in the universities? If it is good, we have to figure out how to transport it. Above all else, whatever is happening that is good in the elementary and the secondary schools has to be infused into what is taking place in the colleges.

The little programs that we have are just a drop in the bucket. We are strained at our university to the limit, but we think we are doing one hell of a job. We have stopped talking and we have started acting. When I look at the data, I realize that we need three thousand more institutions doing what we are doing if we are even going to make a dent.

Write to me and say, "Yes, we have an effective school, and yes, we would like for you to visit the school." I will tell you that I will be prepared to do that after January 1. I want to see that school because the new fifteen-year initiative we have under way is designed to say to us, where are those effective schools? How can we bring those effective schools together to make a difference? Let's stop talking and let's start acting.

We bring 900 seventh graders onto the campus every year. We then encourage those youngsters to come back as they enter the ninth grade, in fact, as they enter the tenth grade, as they enter the eleventh grade, and as they enter the twelfth grade. Because we believe in certainty of opportunity, we say to thirty of those ninth graders, we are going to give you a four-year, free-ride scholarship because we want to be an effective school. All you have to do is get B's for the next four years, do reasonably well on the SAT or the ACT, and you can be a part of Eastern Michigan University's community. That is a powerful commitment. No other university in this state has made that big a commitment, but all the others have joined in that kind of pursuit because that is being an effective school.

We have gone further than that. We have said, prove us wrong. This is the challenge to each one of you, prove us wrong. We have on our campus right now forty urban youngsters to whom we denied admission, and we said to those forty youngsters, we are going to give you one thousand dollars of work study and three classes, and if you can pass those three classes, you will be admitted to our university. Prove us wrong. Prove the SAT wrong. I want you to know that I welcomed those students to the campus six weeks ago and I have monitored their work, and every one of those forty students is still on campus. They intend to prove us wrong. It leads me to conclude that there is a lot that we can do if we become effective.

Fifth, there are four goals that I think we would all agree to if we have a desire to dramatically improve the performance of minority youngsters in the urban public schools.

(1) we must close the basic skills performance gap between black students and majority students by the sixth grade, utilizing effective schools.

(2) we must have graduation rates for black students comparable to those of the majority students by the twelfth grade.

(3) we must create a *certainty of opportunity* for black high school graduates that sends strong positive signals into the black community.

(4) we must achieve comparable SAT and ACT results between black students interested in college and the test results of majority students.

These are, or should be, the goals of our education agenda. That is clearly the agenda that must be pursued above all others if more than a token few of us are to enjoy the American dream. Everyone in this room would have to agree that our youngsters are no different from youngsters anyplace else. We can broaden that now to anyplace else in the world, because we have to have a bigger perspective about what is going on. If we can get boat people to come over here and learn English in two years and become valedictorians, we surely ought to be able to do a better job than we are doing.

I think we know that we have to have quality preschool programs. I think we have to empower elementary and secondary schools to do the job. I think we have to change our delivery system.

Surely we have to create, as we try to do at Eastern

Michigan University, a certainty of opportunity, so that a youngster in an urban center can see immediately with a bank account that something is happening there. Most of us were satisfied with stars and stickers, but stars and stickers and those things that excited and motivated us are not enough.

So sixth, and finally, we come back to the formula. It is a formula that I am pleading with you to respond to. It is a very simple formula. It's P + S = R. What that means is *problem* identified plus *solution* should equal *results*. I think we know the problem. I just described it to you. I think we know the solution. I want to be able to turn on the television and see my kids participating in the college bowls for academics just as I see them participating in the athletic bowls. That is the solution. So if we know the problem and we know the solution, there is only one piece missing. That is the results. Your job and my job and the job of every person who is interested in making that formula work is to produce the results.

We don't need any more speeches. We don't need any more statistics. I want to be able to go to congress. I want to be able to tell the presidential candidates. I want to be able to tell governors that there are effective schools, that we can have effective schools, and that we can have effective schools without a baseball bat. We just have to produce some results.

If you leave this conference tomorrow, and if NABSE doesn't begin to produce the kind of documentation that demonstrates throughout this land there are some effective schools that are producing consistently year-in and year-out results, you are not going to be able to ask me, as I was asked to do and I could not do it, to talk about how you fund effective schools. I would not respond to that because my response is that you have to give me the results. Once you give me the results, I can put them into that formula and then we can get you some money for P + S = R, and if I know P and S, I have to have some results.

So my message is a very simple one. My challenge to every table here today is to give me the results. Give them to me before I leave. I will stay if you have them. You can call me on the phone or send me a letter, but what we have to do is begin to put the results together. Results demonstrating that our youngsters can do as those forty youngsters that we have on campus are doing will turn this nation around. We must be able to demonstrate that effective schools are one means by which this educational agenda can become a reality for far more black youngsters than ever before.

Ladies and gentlemen, the time for speeches is past. It is now time to act as if our lives were at stake.

Thank you.